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ABSTRACT

This report examines the results of the "Health Related Behaviour Questionnaire" given to 48,297 pupils between the ages of 11 and 16 in the United Kingdom. Survey services are tailored to suit a cooperative method of working between different agencies supporting health promotion at community level. Survey origin, development over time, use, results and models, questionnaire content, data collection, data consistency, 1994 sample, and databanks are discussed. Health behaviors examined fall into categories of: (1) Diet; (2) Doctor and Dentist; (3) Health and Safety; (4) Family, Home, and Neighborhood; (5) Drugs; (6) Money; (7) Sport; and (8) Social and Personal. Graphs, charts, observations, and commentary make the data accessible. The appendix reproduces version 16 of the questionnaire. (JBJ)

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Young People in 1994

John Balding

CG026554

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SCHOOLS HEALTH EDUCATION UNIT

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Young People in 1994

The Health Related Behaviour Questionnaire results for 48,297 pupils between the ages of 11 and 16

John Balding
Director

Schools Health Education Unit
University of Exeter
1995

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Introductory note

Each year we produce a report in the *Young People* series, and however careful we are to describe the populations involved in the surveys, the total picture is often referred to as 'national data'.

The surveys that give rise to the data are large, numerous, and from many parts of the United Kingdom. The origin and structure of these surveys is described very carefully and fully on subsequent pages.

The picture produced by our annual data set typically matches survey outcomes from other sources claiming orthodox strategies such as stratified random sampling. On pages xxv–xxxiii we draw attention to evidence supporting this claim.

Young People in 1994 is the ninth in a series of annual reports on results gained from data collected from the Health Related Behaviour Questionnaire survey method.

Cover photograph: Sharon Costello,
External Relations Division,
University of Exeter

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The Schools Health Education Unit

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within the School of Education, University of Exeter.
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The questionnaire and the survey

1. **The Unit and its work** *Rationale and projects*
2. **The Health Related Behaviour Surveys** *Content and outcomes*
3. **Origins of the questionnaire content in 1976** *The contribution of teachers and health-care professionals*
4. **Evolution and development (1976–94)** *Updates in response to changing priorities*
5. **Researching the questionnaire content** *Validation through pupils and teachers*
6. **How are the data collected?** *Selecting the sample and creating a suitable survey environment*
7. **Returning the data to schools and Health Authorities** *The options available to 'customers'*
8. **Health Related Behaviour Survey results and 'Research/Project' models** *Co-operating with Health Authorities on best ways of using the data for their requirements*
9. **Data consistency: annual comparisons and cohort study use** *Analysis supports large-scale consistency but differences between local communities*
10. **The 1994 sample** *Breakdown by Health Districts, sex and year, and school factors*
11. **The Unit's databanks** *Breakdown by number of young people in each calendar year since 1981*

1. The Unit and its work

The Schools Health Education Unit (SHEU), which is located in the School of Education, University of Exeter, supports and promotes:

(a) *Health Care Planning at community level through co-operative survey and report writing with DHAs, FHSAs, and other bodies.*

1975–85	Investigation of priority topics for inclusion in the curricula of secondary schools, as perceived by pupils, parents, teachers, and health-care professionals. Known as *Just One Minute*.
1976–80	Health Related Behaviour Questionnaire, Versions 1–6 (initial trials).
1980	Health Related Behaviour Questionnaire, Version 7.
1982	Health Related Behaviour Questionnaire, Version 8.
1983–90	Priority topics for inclusion in the curricula of primary and secondary schools, as perceived by pupils, parents, teachers, and health-care professionals. An extensively-revised version of the earlier *Just One Minute* questionnaires, and known as *Just A Tick*.
1984	Health Related Behaviour Questionnaire, Version 10.
1986–90	Development of materials to support the Coronary Prevention Project, a major initiative in secondary schools.
1987	Health Related Behaviour Questionnaire, Version 11 (with optional 'illegal drugs' questions).
1988	Health Related Behaviour Questionnaire, Version 11D (containing 'illegal drugs' questions).
1989	Health Related Behaviour Questionnaire, Version 12 (containing HIV/AIDS and mental health questions).
1990	Health Related Behaviour Questionnaire, Version 15 (completely re-set, with amendments).
1990	Primary Health Related Behaviour Questionnaire, Versions 1–4.
1990	*Just A Tick* (completely re-set, with amendments).
1990–94	Cross-curricular surveys in smoking, alcohol consumption, environment and relationships.
1992	Health Related Behaviour Questionnaire, Version 16 (with a section on personal aspirations).
1993	Primary Health Related Behaviour Questionnaire, Version 5.
1995	Health Related Behaviour Questionnaire, Version 17 (with new questions on gambling and personal safety).

(b) *The design of intervention programmes in schools through curriculum review in health and social education, and the provision of stimulus material.*

(c) *Co-operation between teachers, parents, children, governors, and health-care professionals through survey work in both primary and secondary schools.*

These survey services are tailored to suit a co-operative method of working between different agencies supporting health promotion at community level. This has been achieved through numerous projects, including development of resource packages in PE, sex and alcohol education for classroom use, as well as generating materials to accompany *The Extra Guest* (a widely-disseminated video about responsible drinking) and *Drawing the Line* (a video to support HIV and AIDS education). Current projects include a series of *Cross-Curricular Health Education* resources including sex education, the sensible use of alcohol, and environmental studies.

However, the principal projects undertaken by the Unit have been associated with questionnaire development and the design and execution of surveys using them. It will be obvious from the list on page vii that the development of the Health Related Behaviour Questionnaire (HRelB) for use in secondary schools has been a continuous thread running through our work. To date, upper middle and secondary schools in the UK have used it as part of their own curriculum development in more than 1,600 separate surveys, some schools repeating surveys of their pupils on five occasions, and data from more than 300,000 pupils between the ages of 11 and 16+ are stored in our data banks at Exeter University.

2. The Health Related Behaviour (HRelB) Surveys

For ten years now, more and more District Health Authorities and two Regional Health Authorities have become involved in funding and in co-ordinating the surveys in schools in their Districts and Regions.

The outcomes from this are numerous:

(a) *Strong links between individual schools and Health Authority personnel are created or maintained.*

(b) *Priorities for intervention/education programmes can be identified, from within schools or from without, or, co-operatively.*

(c) *Methods and stimulus materials have been developed using the specific data from the school, the District, or the Region.*

A school involved in the use of the Health Related Behaviour Questionnaire selects a sample of pupils from the chosen year groups to answer the many questions covering different areas of their daily life at school, at home, and with their friends. The Unit processes the anonymous questionnaires, and the school receives a set of computer-generated tables showing the percentages of pupils (divided into sex and year group) that gave particular responses to the questions. The data can also be returned in graphical form, on disc for interrogation by staff or pupils, or within a text report.

The topic areas included in the latest version of the Health Related Behaviour Questionnaire (Version 17), which is currently being used to collect data for our next report in this series, *Young People in 1995*, include:

AIDS	**Medication**
Alcohol consumption	**Money**
Dental care	**Personal safety**
Diet	**Physical activity**
Doctor	**Problems**
Drugs	**Relationships**
Gambling	**Self-esteem, autonomy**
Homework	**Smoking**
Hygiene	**Social activities**
Jobs	**TV, videos, computers**
Leisure pursuits	

The content of HRelB is under regular scrutiny, and there is a continuous demand from users to include more. Successive versions include 'new' questions and of necessity, the lesser valued questions get removed to make space.

3. Origins of the questionnaire content in 1976

The preparation of Version 1 of the Health Related Behaviour Questionnaire in 1976 involved around 50 secondary school teachers in the examination of 30 suggested questions for inclusion.

These questions had been taken from an American source, and the teachers were asked to comment on the appropriateness of their structure and relevance with respect to inclusion in the questionnaire. Most of the teachers were highly critical, used their red ink freely over the document, and then produced prototypes of 'better' questions for inclusion. Around 90 questions were produced from this process, reflecting the views of important health issues for these teachers.

Refinement

The structure of the questions was refined in consultation with experienced teachers and with trials and interview work with boys and girls in schools. The bank of questions was also reviewed by professional groups other than teachers, including road safety officers, school nurses, and Health Authority personnel (health education officers and district community physicians).

It is important to note a third process that was applied at this time: circulating the refined list to a number of headteachers and deputy headteachers for their comments on any sensitive questions. The invitation was to put a red line through any questions that were considered best excluded because they might cause anxiety amongst some parents. They were not asked for any further information or explanation of any deletions they suggested. This process resulted in the exclusion of all the proposed questions on shoplifting, on vandalism, and many of the questions on sexual behaviour.

4. Evolution and development (1976–94)

Over the 19 years of its evolution and development the content has been under continuous scrutiny, and much revision has taken place. Professions other than teaching have been deliberately drawn in to influence the content, and the teachers' concept of health behaviour has had to be balanced against other professional views.

It is interesting to note that, at one stage in the development of the questionnaire, it was possible to have the content reviewed by numerous teachers around the country who were involved with the Southampton-based

13–18 Health Education Project. The teachers were invited to assign each question to one of three categories:

Useful *Undecided* *Not relevant*

and they found no difficulty in the task. Most questions were 'Useful', and the one or two considered 'Not relevant' were excluded from subsequent versions.

A few questions received positive approval from some teachers and negative appraisal from others. These were retained, and do draw attention to the differing views that can be held on the relative importance of aspects of health. Two questions producing this polarity of view were in connection with (*a*) the importance of the amount of sleep a child was getting and (*b*) whether or not he or she had had breakfast before coming to school.

Individual questions

Individual questions have been revised to meet particular professional needs. For example, the frequency of intake of iron-containing medicines, either prescribed or non-prescribed, is of particular concern, and questions to discover how many children may have undetected asthma were added to Version 15 in 1990.

Groups of questions have similarly been revised in consequence of the attention paid to the data derived from them. The dietary questions probably receive the most criticism and revision of all sections; each expert who has paid attention to them decides that there is room for improvement, and this results in further changes. The questions connected with watching a television screen are another example of evolution, and now distinguish between live or recorded TV programmes, videotape viewing, and using a computer. This has happened over the past 12 years, in step with (or perhaps a little behind) the changing reported practices of young people.

Levels of use

Another measure that has been applied to the content of the questionnaire is that of the level of use made by the 'consumers' on the return of the summarised data to them.

Enquiries reveal that some sections of the questionnaire are much used — for example, consumption of alcohol and tobacco, and diet — whilst others receive little attention. Some sections are receiving more and more use as they become better tailored to meet the needs of the users; the section on sports and physical activities is an example of this type of evolution, and currently enables a comparison to be made between the provision available in school and the variety of activities and the levels of involvement outside lesson time.

Recent revisions

Locality In order to attribute survey response patterns to the parts of a city where young people live, and to retain anonymity and confidentiality, a method has been designed whereby the DHA allocates its own reference numbers to different wards or boroughs.

Aspirations A section was introduced, originating from an initiative in Newcastle upon Tyne involving pupils, their teachers, and staff from the Office of Public Health. This was extended with reference to the Office's counterparts in Wolverhampton and the Wirral.

This section targeted the young people's aspirations, which are particularly linked to the environment in which they live, their perception of its quality, safety,

opportunities for finding work and setting up home, and any feelings they may have about leaving the area.

Health Risk Appraisal (HRA) This provides an assessment of the risk to health afforded by each respondent's lifestyle: the pupils can discover their HRA scores using a confidential method that preserves anonymity.

The service particularly encourages a positive approach towards the data by school staff, as well as by health promotion staff from outside the school with whom they have, or may develop as a result of this initiative, a working relationship.

The most recent inclusions (being used in 1995 surveys) involve questions on (*a*) gambling and (*b*) personal safety.

Co-operation with Health Authorities

This continuous review depicted above underpins the level of validity of the questions contained in the current version of the questionnaire. In addition, we have now developed a service enabling Health Authorities to derive baseline statistics about the young people in their district, to support health-care planning. Adaptation of the questionnaire to meet these needs could lead to a further modification of the way in which different sets of professional views are incorporated.

Differences between sexes and between regions

The figures presented in this document show clear differences between boys and girls on a nationwide scale. In the group surveys organised by Local Education Authorities and District Health Authorities, comparisons between the behaviour of children from schools grouped according to location (Balding & Shelley, 1989) provide information for health-care planning in different neighbourhoods. This is in addition to the data the Authorities already hold, which were gathered from other sources.

Taking the data back to schools

The survey method may well be unique. It is not uncommon in survey procedures for those collecting the information from the respondents to disappear with it and never deliberately reveal the results to those who have given assistance in the enquiry, publishing discoveries based on it in professional journals only read by their peers.

The Health Related Behaviour survey, however, is provided as a service to schools with the precise contract to return the results to the schools concerned. Those who collect the raw data and who participate in the conditions under which the children completed the questionnaire examine the returned summarised results; furthermore, the results are intended for use, and are often used with classes of boys and girls who either participated in providing the data or are close in age to those who did, and live in the same catchment area. What other surveys, if any, feed results back in order for them to be scrutinised by those who provided them? The opportunity to discover problems with interpretation or memory, and other sources of unreliability, is unrivalled.

5. Researching the questionnaire content

What confidence have we in the individual data returned to schools and stored in the very large data banks accumulating in the University of Exeter?

There are two aspects to this:

- *Is the set of questions contained in the questionnaire appropriate to the needs or demands of the body of people using the survey method?*
- *Do the answers collected to the questions accurately represent the behaviours or beliefs of the respondents?*

Between pages xxvi and xxxiii we devote substantial space to evidence of *The quality of the survey data*.

We have, over the years, brought a number of lines of enquiry to bear on these important questions, as discussed below.

Interviews

As a result of this methodology there is opportunity for the schools themselves to discover problems in interpretation and memory. A standard practice throughout the evolution and development of the method has been to interview individual boys and girls following their completion of the questionnaire under the conditions set by a teacher supervisor working from the prescribed method. Since the beginning of the work over a hundred different interviewers have participated in this activity.

The routine practice involves a team of about eight people, experienced in working with schoolchildren, being introduced to the class near the end of the time in which they have been completing the questionnaire. Some of the team are student teachers and fairly close in age to the young people themselves.

The team leader explains something of the difficulties of question design and asks for assistance from class members. Examination in the class of one or two difficulties that all can participate in is succeeded by private and confidential interviews between individual members of the class and of the visiting team. The interviewer asks permission to examine the completed questionnaire with the boy or girl and to make notes on it if necessary. The interviewer is particularly looking for misinterpretations, problems of memory, and problems of unreliability arising from children presenting answers that may put themselves in too favourable a light, or are intended to shock the reader.

Exchanges between team members and supervising staff on these visits are also very valuable in highlighting supervision problems, and methods by which they have been or might be resolved can be passed on to future users. Following the interview excursion the team members, equipped with their annotated completed questionnaires, share in a 'blow-by-blow' discussion of each question. This is an exhausting and exhaustive process by which the knowledge of the quality of each question can be built up and necessary amendments effected in the subsequent drafts. Added to this is all the written commentary provided by the teachers involved — for every 25–30 completed questionnaires returned we also receive a supervisor's comment sheet on which attention is drawn to areas of difficulty experienced as well as to the positive aspects, such as the pupils' enthusiasm and the perceived relevance of the exercise. We received well over one thousand of these sheets in 1994.

Validating the questions

The above processes shape the quality of each individual question. One observation to be made is that the longer a question has been contained in the questionnaire the more will be known about it and the more confident we will be in interpreting the responses. The level of confidence in new questions will be less than for the long-standing

questions. The most recently-included questions in the 1995 Version 17 questionnaire are those in connection with gambling and with personal safety.

6. How are the data collected?

The way in which the questionnaire is used is entirely different from the style of most 'national surveys'. Typically, when planning a national survey, the smallest sample that will give reliable information about a representative cross-section of the community is chosen. Each annual sample from the Health Related Behaviour Questionnaire, on the other hand, is an 'opportunity sample', in that the Schools Health Education Unit exercises little or no control over which schools and which parts of the country become involved.

Since this method is at variance with the procedures in the other 'national' surveys, a fuller explanation drawing particular attention to its content and process is offered here, to enable the reader to give full weight to the results presented and discussed. This may open readers' eyes to the dangers of accepting statistics uncritically.

It is important to recognise, from the outset, that the results presented in this book do not arise from an organised annual survey. We are not selecting a randomised sample of schools and communities, but are responding principally to requests coming from Health Boards and Health Authorities promoting the use of the questionnaire in their schools. Naturally there will be clustering of sites. However, as the use of the questionnaire becomes more widespread, the clusters themselves become more numerous and embrace a larger sample of the population, with the result that the 'accidental' sample becomes closer and closer to a 'random' one — as well as being far larger than the numbers in other surveys.

Confidence in the sample is raised by comparing results with those from other surveys of young people's behaviour, such as smoking prevalence studies carried out by the Office of Population Censuses and Surveys (Dobbs & Marsh, 1983) and other research bodies (Nelson et al., 1985). Consistency between annual results is further evidence of reliability (Balding, 1989).

Researchers are wisely cautious about the representative nature of the annual sample displayed in this series of publications. As mentioned above, this important topic is discussed further on pages xxvi–xxxiii.

The school sample

Choosing a sample on paper, and deriving data from that sample, are different things. In practice, particularly where schools are concerned, any collection of results can be to some extent an 'opportunity sample', as some may decline the invitation to be included in a nationally-organised survey. For example, in a recent OPCS study (Lader & Matheson, 1991), 15 out of the 140 English schools approached declined to be involved, and within co-operating schools data was not collected from 10% of those pupils selected for interview. Similar losses were experienced in the HEA/MORI study (HEA/MORI, 1992).

In practice, the database describes the communities represented principally by comprehensive schools, which in most places offer a coherent sample of their catchment area. If schools selected the recommended sample of the year group (see below), the total effective population

represented in these figures will be at least twice the number of questionnaires processed. This is explained in the next section.

The sample selected within a school using the Health Related Behaviour Questionnaire is required to reflect the academic cross-section of the year group, which is straightforward if the questionnaire is completed during non-streamed time or in a mixed-ability setting.

The sample size and its selection

In order to discover a reliable picture of the behaviour of the total year group in a school it is not necessary to include every individual in the sample, although in some schools the decision has been taken to do this so that no one feels excluded from the exercise.

The research method used to establish the size of the sample needed to give a reliable representation of the total school population was to carry out the survey of an entire school with very large year groups numbering around 450 individuals, fairly evenly split between the sexes. By taking many random samples of different sizes and comparing the results for each of these with the results of total year groups it was established that, for this large size of year group, a sample of 50 of each sex provided a reliable reflection of the total population for most questions; for some questions, in fact, a smaller sample was adequate. This represents a sample size of just over 22%.

As nearly all surveys have been carried out on year groups that are much smaller than 450 (typically around 200), a sample size of 100 selected from these represents a much larger percentage sample than the 22% random sample found adequate in the pilot work. This, coupled with the attention paid to selecting a sample that reflects the academic profile of the year group, gives even more confidence in the extent to which the sample data reflects that of the total year group.*

The connection between the health of individuals and their socio-economic status is widely accepted (Townsend et al., 1992). Links between academic success at school and social background have also been established (Lawton, 1968). Therefore, to attempt to accommodate this factor in the sampling method, the stated instruction in the survey planning documentation is to select the sample to 'reflect the academic profile of the year group'.

Assuming that the participating schools have selected the recommended sample of the year group, the total effective population represented in the 1994 figures will be considerably larger than the number of questionnaires processed — equivalent to over 90,000 boys and girls, which is a very large group indeed.

Preparation for the survey

We support very careful preparation for the surveys by working with teams of personnel from DHAs linked with LEAs. We also support training seminars for the teachers that will collect the data in their own schools. It is particularly important that staff from the DHA office consider the number and distribution of the schools approached to participate in the survey.

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* Absent pupils will tend to be those that are ill or habitually miss school. Therefore some of the data recorded in the surveys may be too 'comfortable'. This will be a feature of any school-based survey. However, staff may already be more familiar with the characteristics of this absentee group than with those of the section of the school population that complete the questionnaire.

It is common practice for small teams to meet the SHEU staff team to plan a programme of activities, starting well before the data collection and continuing well beyond it to include 'after-care' programmes in schools and the support of planning or report writing in DHAs.

Importance to pupils

The manner in which the data is collected is also vital. With the best possible sample and the best-researched instrument, the value of the data is questionable if the respondent does not enter properly into the spirit of the enquiry. Numbers of unanswered questions or abused questionnaires signal a doubtful procedure.

An important strength of the Health Related Behaviour Questionnaire is that it is not administered by or on behalf of an external agency, but by the school itself, anxious to derive a set of valid results on which to base curriculum improvements. If a school volunteers to fit the questionnaire administration into its already crowded timetable, then it is serious about the enquiry, and this commitment will be transmitted to the pupils.

Atmosphere

From all the work that has gone into the development of the methodology, we know that in every school supervisors can be found who can generate an atmosphere of importance for the task, inspire trust in the confidentiality and anonymity of the exercise, and provide ideal support for the completion of the questionnaire. Such conditions offer the most favourable environment for the collection of valid data. The information returned to the school is only as good as the way in which it was collected. In part this is the outcome of the quality of each question, but the manner and atmosphere in which the data was collected will have the greatest effect on its validity.

Commitment

The collection of data is never casual. High levels of commitment to following the prescribed method of data collection are common. This is promoted by careful preparation for the survey both outside and within the school, together with planned programmes of follow-up work.

Confidentiality

If the children know that the questionnaires are completely anonymous, that they will immediately be sealed in envelopes to be sent away for processing, and that the results will be returned only as a summary in which no individuals can be identified, their motivation to be honest will be reinforced. If, in addition, they feel that what they are doing is important for themselves — that it will affect the work they do in school to their own benefit — they will answer the questions as conscientiously as possible.

7. Returning the data to schools and Health Authorities

A routine part of the service to schools is to return tabulated data in bound, indexed volumes together with guidelines to the interpretation of the results. Each school participating in a group project receives its separate confidential report. The aim is to return the set of tabulated results within 4–6 weeks.

The data can additionally be returned in graphical form. This is necessarily less detailed compared with most tables, as only a restricted number of response options can be presented on a diagram. However, the visual impact and simplicity of a histogram or pie chart can be invaluable for certain purposes.

A District Health Authority or LEA organising a survey of the schools in its care may request an analysis broken down by geographical location or any other division that is required.

Computer analysis

An attractive option now available to schools is to have selections from the data returned on disc as a datafile containing the answers to 18 questions. These can be pre-selected sets with the headings *Health Services, Diet, Alcohol, General, Money, Drugs, Sport, Social & Personal,* or *Home*. Alternatively, custom-assembled sets can be produced on request, thus tailoring the investigations to a school's particular requirements.

Collections of data can offer the opportunity to investigate lifestyles and challenge prejudices regarding young people's behaviours. It is also ideally suited to resourcing the Mathematics Attainment Target 4 — *Handling data*. The questions are carefully edited to secure pupils' anonymity.

The Unit is also developing a series of standardised *Lifestyles* datafiles, containing anonymous data obtained from surveys and available for use by schools that have not carried out their own Health Related Behaviour survey.

These data files are available in a form suitable for use on almost all commercially-available software analysis packages.

Comparing individual schools with district results

In addition, we can offer a *Community Profile Report*. This compares a school's results with the average for all the schools in a district survey, and lists those questions where the results for the pupils sampled differ by 10% or more from this average. This is helpful to the school in signalling areas for further examination. It can also bring school staff and Public Health staff together to plan health care provision at community level.

Seminars

Many group projects have a post-survey seminar to help teachers examine and interpret their data, and to study them in the light of results from other schools in their area. A typical programme would include *Interpretation of the data, Dissemination to colleagues in school, Curriculum planning from the data, Dissemination to pupils,* and *Use of combined area data.*

Workshops

We have developed a series of workshops to help schools respond to their Health Related Behaviour Questionnaire data. Different workshops support curriculum development, work in the classroom, or parents' evenings. Titles include *Write a letter to the Head* (for pupils), *Parents + schools and alcohol* (for parents), and *Do we stigmatise asthma sufferers?* (for staff discussion).

8. Health Related Behaviour Survey results and 'Research/Project' models

The publicity associated with our work has resulted in SHEU or Exeter University being widely reported as 'doing surveys', which suggests a 'research model' or a 'project model' based within SHEU. This is misleading, since the hundreds of individual surveys are most commonly directed by District Health Authorities Models of best practice in the use of the survey method come from Health Authorities where the SHEU survey has been carefully set within a programme of preparation and follow-up activities (for example, intervention programmes). These activities may extend over a considerable period of time.

The reasons for doing the survey and the responsibility for the quality of the outcome rests with the Regional or District Co-ordinators and the members of their teams. Typically programmes do run productively and when re-run they are even better. The two regions involved to-date have been Yorkshire Health (now merged with the Northern Region) and NW Anglia (now merged with Oxfordshire).

It is clear from the history of the evolution and development of the HRelB Survey Service that there have been many Authorities who *(a)* have used the survey method on more than one occasion *(b)* been enthusiastic about the outcomes and used them to considerable advantage.

Across so many years of use, in SHEU, we have come to predict levels of satisfaction in the outcome of a particular survey. As a staff we are delighted when stimulus of the survey outcome leads into a fruitful after-care programme in a District. We have long since recognised that we can support the collection of very good quality data from young people in schools when supervised by experienced teachers who are well known to the boys and girls contributing to the enquiry. The method has been practised thousands of times.

For the DHA team the particularly hard work starts when the survey data is returned to them, typically as:

(a) *Printed tables*

(b) *Draft reports*

(c) *Refined data on computer disc to match local hardware and software requirements, and to enable data base interrogation to meet local needs.*

Very occasionally users of the survey have been disappointed when they have failed to plan effectively. The service SHEU provides is access to an established method with a history of over 15 years of use. The quality of the survey method in each district depends upon the commitment to the process and to the after-care programme planned around the survey. SHEU staff always try to provide an abundance of ideas and case histories of successful use to DHA personnel prior to their first use of the methodology. We try to spend a lot of time in support of the planning stages for surveys with DHA/LEA teams; we often quote:

The easiest part of the process is the survey. We know how to get good quality data. The hard work commences when the data is returned. Have you planned appropriately for the variety of people who could usefully have access to the data to be involved, and stimulated them to anticipate ways in which they might use the data?

We observe that the most profitable and extensive outcomes arise from those DHA teams who make the most extensive enquiries beforehand into the opportunities for use of the resulting survey details. Commitment to the project within the District together with consistent co-ordination from the same person(s), without change of local ownership throughout, are of paramount importance in determining successful outcome.

The quality of the data is only as good as the way in which it has been collected. In today's climate, posts do not last long and jobs started are too often not completed.

Typically the attention to the detail of the methodology is meticulous and the motivation in the schools supporting the DHA invitation to be involved is very high. DHAs and schools can get very good quality data (both honest and consistent) from the young population surveyed. The accumulation and compilation of all the surveys from one year, 1994, has resulted in a vast sample of information, although it is 'only as good as the way in which it was collected'. This quality depends upon the performance of the local co-ordinators and their colleagues. Typically this performance is committed, perceptive and resourceful, co-operative and exciting.

For our part, we have always faithfully recorded and explained:

(a) *The questionnaire content and method of data collection.*

(b) *The sample on which results are based.*

We also comment on our knowledge of the quality of the data and present our reservations where they exist.

The purpose of each individual survey is for the data to be examined by those who collected them in schools, and even by those who provided them. Planning can then be taken forward with an active and objective participation. Our feedback to the users of the survey method, not only of results and clarification of their method of presentation but also of commentary on insight into quality of data and any potential bias, is vital to planning.

This continuous process over more than a decade has prompted changes in questions to strengthen the process. From a research point of view interesting discoveries are made.

Unfortunately very occasionally we have witnessed projects where repeated delegation of responsibility and change of staff in charge of the programme has happened, resulting in a large amount of frustration and aggravation. Consistency in the core of the team of people promoting and co-ordinating the programme is enormously important.

Team composition is also crucial; those lacking an advisory teacher often experience disappointment.

9. Data consistency: annual comparisons and cohort study use

How representative is the Exeter annual compilation of those surveys taking place in any one year of the country as a whole?

We can point to the consistency between data collected in successive years from different nationwide samples. On page xix we show a table of data demonstrating how similar these can be between annual compilations, and also how consistent one year group of boys' (or girls') results can be with respect to the levels recorded in the

	Year 7		Year 8		Year 9		Year 10		Year 11	
1994/1993	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Lamb, beef, pork	7.7	4.6	7.1	6.1	7.2	5.4	6.8	5.4	8.1	5.5
	8.8	6.3	7.8	5.2	6.4	5.7	8.0	4.7	8.7	7.2
Poultry (e.g. chicken)	4.9	4.4	6.0	5.3	5.4	5.5	5.2	4.9	6.5	5.4
	6.1	6.3	6.2	5.2	4.1	4.8	5.5	4.7	5.4	5.8
Vegetarian pasties, samosas	6.1	3.6	4.1	4.8	4.3	4.6	2.9	4.2	4.1	5.3
	5.9	5.7	4.0	5.1	3.5	5.3	3.1	4.5	3.1	5.9
Meat pasties, pies, samosas	6.3	2.4	5.2	2.6	5.6	3.0	4.8	2.2	5.5	2.1
	6.4	4.2	6.4	3.7	5.3	2.6	4.6	1.9	5.7	2.1
Vegetarian burgers or sausages	4.8	3.7	4.2	4.0	3.7	3.3	2.2	3.5	2.7	3.1
	4.7	4.9	4.8	4.7	3.8	3.8	2.4	2.8	2.2	3.9
Meat burgers or sausages	12.6	8.3	14.0	5.9	13.1	5.1	11.8	4.3	11.6	4.1
	14.6	8.3	14.4	6.9	13.5	5.5	10.8	3.5	11.0	3.3
Available sample, 1994	586	615	9377	8957	3898	3874	7993	7582	2808	2611
Available sample, 1993	1060	1075	4464	4280	3155	3188	5070	4606	1008	1168

Comparative data, 1993 and 1994, from question 36 (*How often do you eat these foods?*) showing the percentage answering ON MOST DAYS.

same calendar year of age groups above and below it. Version 16 of our questionnaire was used continuously throughout the two years. Both samples are very large —29,000 in 1993, 48,000 in 1994 — but the representation of different parts of the country is not the same. Despite this, similarities between the two sets of figures are widespread through the reports, and can be investigated further by comparing these tables with the corresponding ones in *Young People in 1993*. The 10-year presentation on pages 66 and 67 shows the comfortable and predictable fit for trends in smoking levels.

However, another chance of testing the representative nature of the data occurred with the recent Yorkshire surveys.

Yorkshire Surveys, 1991, 1993, (and 1995?)

Under Tony Goodall's supervision, and largely inspired by him, a study was set up to track a cohort of boys and girls from selected schools across the Yorkshire Region, as it was known in 1991. All of the 17 DHAs then in existence were involved, and three schools within each one were funded by the RHA to be included in the survey. Some Districts expanded the survey to involve more schools and thus have a larger database against which to identify priorities and plan their own District programmes.

The survey data collected in 1991 and 1993 is held both in Yorkshire and in Exeter. Unfortunately, with the reorganisation in the Yorkshire Health region, the planned 1995 follow-up of the cohort may not happen. SHEU prepared data bases for Yorkshire Health and also prepared comparative tables and reports to support their monitoring requirements both at Regional and at District levels.

The table overleaf shows 1991 and 1993 responses by young people in Years 9 and 11 to one of the bank of questions on smoking behaviour. The data represents one of the 17 Districts, and is not out of step with the total compilation from all the Districts.

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Schools Health Education Unit
School of Education
University of Exeter

Health Related Behaviour
Questionnaire V15/16
Copyright John Balding 1992

Comparison of (Example) DISTRICT Surveys 1991 (V15) with 1993 (V16)

Percentage of boys and girls in each year group responding to

Which statement describes you best? (cigarette smoking)

	BOYS		GIRLS	
	1991 Survey V15	1993 Survey V16	1991 Survey V15	1993 Survey V16
Year 9				
Never smoked at all	52.6	53.0	58.3	57.7
Once or twice	27.3	28.7	24.3	24.6
Have given up	12.4	6.7	8.9	7.0
Smoke occasionally	4.1	5.6	4.2	5.2
Smoke regularly	3.6	6.0	4.3	5.4
Year 11				
Never smoked at all	37.4	40.9	42.5	40.0
Once or twice	31.8	27.5	29.2	24.7
Have given up	11.1	7.8	8.1	7.9
Smoke occasionally	4.5	10.3	7.1	12.3
Smoke regularly	15.2	13.4	13.0	14.9
Valid responses (count)	392	388	410	403

Total sample

	BOYS		GIRLS	
	District 91	District 93	District 91	District 93
Year 9	210	203	222	220
Year 11	191	195	201	195

Comparison of data from two surveys, revealing ● changes between the two years of equivalent groups, and ● changes in the same groups, boys and girls, when two years older.

Discoveries of marked changes across the period of two years was cause for interest, and in some cases concern, such as smoking and exposure to illegal drugs. Following the SHEU's provision of comparative summaries, as in the table opposite, we were rapidly contacted to check whether some alarming changes registered in Yorkshire DHAs were out of step with other parts of the country.

SHEU checks revealed that the comparable data from the combined total of the numerous other surveys carried out in other parts of the country in 1991 and 1993 were a good predictor of Yorkshire, and vice versa; where any differences were indicated, they suggested lower levels of increase in 'undesirable' behaviours among the youngsters in the Yorkshire sample than elsewhere; this may have had some calming effect on the anxious Health Authority personnel!

It would appear from this structured study emanating from Yorkshire Health that, for many behaviours, the large annual summary for the hundreds of separate surveys taking place across the UK is a good predictor of many other parts of the country not involved in surveys in that year.

But if that were all, then health-care professionals might reasonably ask:

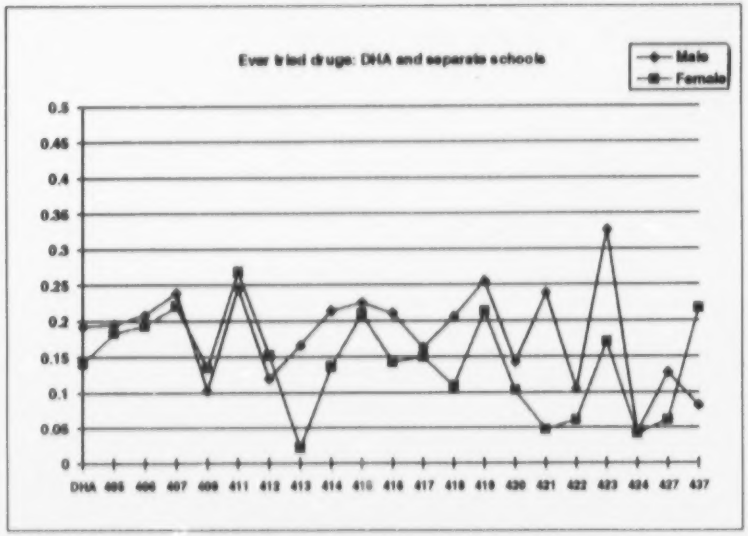
- Why survey?
- Why not save money and use the Unit's annual *Young People* compilation?

Health Care provision is delivered at community level

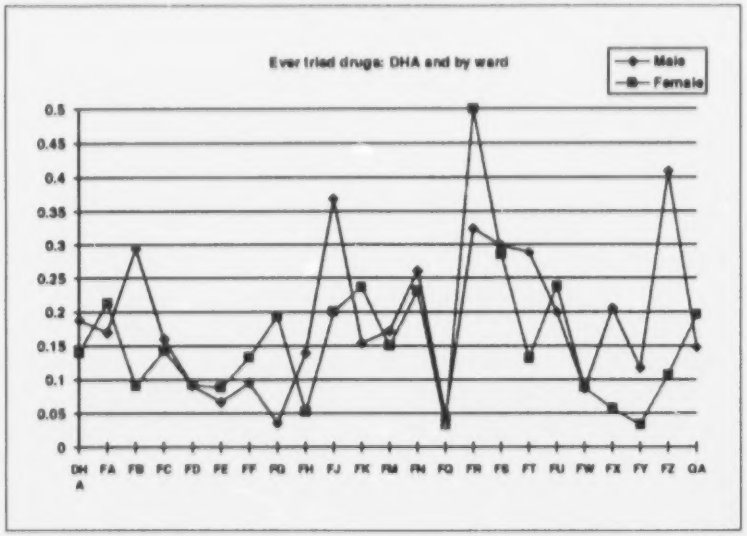
What the compilations disguise, however, is the wide variation of behaviours that can and does exist *between neighbourhoods and communities*. Health care action is delivered at community level by DHAs. Sensible

intervention or education programmes delivered in schools must be cognisant of the nature of the particular and relevant levels of behaviour in the population that they serve, if a programme is to be effective. 'Global' summaries do not meet specific community needs.

Stimulated by City Challenge Initiative Cities, and particularly by Drs John Harvey (Newcastle), Kevin Kelleher (Wolverhampton), Peter Bundred (Wirral), and Ruth Wallace (Lewisham), we have been developing methods to associate behaviour with locality of the home of the respondent. Successful models have been developed in Newcastle and Liverpool, and recently and very particularly in Dudley, where links with National Census survey data have been achieved. The two graphs show (a) variation between schools in one District, and (b) variation between wards in the same District.



Above: graph showing variation between schools in one District
Below: graph showing variation between wards in the same District



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The 1994 sample

1. Sample size and distribution

The first report of this series was published in 1986. Typically we now manage to publish the year's data within the first three months of the following year.

The 1994 sample involves data collected from 48,297 young people (24,658 boys and 23,639 girls) between the ages of 11 and 16. In size and distribution across the ages and the regions it is a satisfactory one to work with. The sample in each sex and year group is as shown in the following table.

Age	**11–12**	**12–13**	**13–14**	**14–15**	**15–16**
Year	*7*	*8*	*9*	*10*	*11*
Boys	586	9377	3896	7993	2806
Girls	615	8957	3874	7582	2611
Total	1201	18334	7770	15575	5417

The larger sample sizes in Years 8 and 10 reflect a strategy that many surveyors' adopt in their anticipation of collecting serial data. This is promoted through the use of the survey in alternate years, and, when completed with our matching but shorter and simpler survey for use with Years 5 and 6 in primary schools, provides an accumulation of data to examine for behaviour trends and the effects of intervention programmes in individual districts. This method is explained more fully in the SHEU video entitled *Health: Counting the Cost*.

Survey planner — strategic planning

NC Years	Calendar Years								
	1992	1993	1994	1995	1996	1997	1998	1999	2000
5	✓		✓		✓		✓		✓
6	✓		✓		✓		✓		✓
7									
8	✓		✓		✓		✓		✓
9									
10	✓		✓		✓		✓		✓
11									

A strategy for collecting serial data, involving repeated sampling across primary and secondary year groups at two-year intervals.

Distribution in the UK

Within England, in 1994, there were 8 Regional Health Authorities (RHAs); in Scotland there were 16 Health Boards. In the 1994 sample one Scottish Health Board is represented, together with 7 RHAs in England. Within these RHAs, 27 District Health Authorities (DHAs) or Health Commissions (HCs) are represented.

Scottish Health Board

Greater Glasgow

English Regional Health Authorities

Anglia & Oxford
North Thames
North West
Northern & Yorkshire
South & West
South Thames
West Midlands

English District Health Authorities & Health Commissions

Anglia & Oxford	Berkshire, Buckinghamshire,Cambridge, Norwich, North West Anglia, Suffolk,
North Thames	North Essex
North West	Liverpool, Sefton, South Lancashire
Northern & Yorkshire	Bradford, Leeds, North Yorkshire, Northumberland, Sunderland, United Health, Wakefield, West Yorkshire, York/Selby
South & West	Dorset, Plymouth & Torbay, Wiltshire & Bath
South Thames	East Sussex, South-East London
West Midlands	Dudley, Herefordshire, North Staffordshire

Scottish Health Board
1 Greater Glasgow

English Regional Health Authorities
2 Anglia & Oxford
3 North Thames
4 North West
5 Northern & Yorkshire
6 South & West
7 South Thames
8 West Midlands

The location of the Scottish Health Board and the 7 English Regional Health Authorities with schools represented in the 1994 data.

Representation within the year groups

In our summary in *Young People in 1991*, almost all of Year 11 (age 15 –16 years) was drawn from Yorkshire, and we described what we called 'The Yorkshire Effect' in the introduction to that book (pp viii & ix) to forewarn readers and assist interpretation.

Similarly, there is a substantial Yorkshire presence in the Year 9 and Year 11 data for 1994. One-third of the 1994 data in the largest year groups (Years 8 and 10) comes from surveys carried out in East Anglia. In the following table the RHAs are listed in order of sample size, from largest to smallest:

Year 7	South & West
Year 8	Anglia & Oxford, West Midlands, South & West, North West, North Thames, Northern & Yorkshire, South Thames
Year 9	Northern & Yorkshire, Scotland, South & West, Anglia & Oxford
Year 10	Anglia & Oxford, South & West, Northern & Yorkshire, West Midlands, North Thames, North West, South Thames
Year 11	Northern & Yorkshire, Scotland, South Thames

The percentage composition of each year group by RHA is shown in the table below.

Year group	**7**	**8**	**9**	**10**	**11**
RHA	%	%	%	%	%
Scotland	0	0	23	0	34
Anglia & Oxford	0	35	2	33	0
North Thames	0	8	0	8	0
North West	0	12	0	8	0
Northern & Yorkshire	0	5	64	15	61
South Thames	0	3	0	3	5
South & West	100	18	12	17	0
West Midlands	0	20	0	15	0

Other information

Type of school

	% of schools
Middle	6
Comprehensive	88
Grammar	1
Independent	1
Sec. Modern	1
F.E.	0
Special	2

Sex of school population

	% of schools
All-male school	3
All-female school	2
Mixed school	95

Percentage of ethnic-minority children in the school

% in school	% of schools
0–1%	49
2–5%	26
6–10%	11
11–15%	4
16–20%	4
21–30%	1
31–40%	1
41–50%	1
>50%	4

Percentage of children in the school qualifying for a free meal

% in school	% of schools
0–1%	3
2–5%	10
6–10%	28
11–15%	14
16–20%	11
21–30%	14
>30%	21

Percentage of children in the school being transported by school bus

% in school	% of schools
0–10%	27
11–20%	15
21–30%	13
31–40%	8
41–50%	9
51–60%	5
61–70%	10
71–80%	6
>80%	8

School lunch provision

	% of schools
Cafeteria	74
Set lunch	4
Both	21
None	1

2. The Unit's databanks

Data from the various questionnaires listed on page vii are stored in several data banks at the University of Exeter. In the majority of years more than one version of the questionnaire was in operation, and these are indicated in parentheses. The numbers of schools and respondents for the version most widely used in each year (indicated by bold type), are tabulated below.

1981 (version 7)
Number of schools = 44
Number of pupils = 9,432

1982 (version 7 & **8**)
Number of schools = 48
Number of pupils = 8,011

1983 (version 8)
Number of schools = 71
Number of pupils = 10,674

1984 (versions **8** & 10)
Number of schools = 43
Number of pupils = 8,834

1985 (versions 8 & **10**)
Number of schools = 49
Number of pupils = 12,618

1986 (version 10)
Number of schools = 88
Number of pupils = 18,002

1987 (versions 10 & **11**)
Number of schools = 116
Number of pupils = 18,407

1988 (versions 10 & **11**)
Number of schools = 222
Number of pupils = 33,459

1989 (versions **11** & 12)
Number of schools = 104
Number of pupils = 15,672

1990 (versions 11, **12** &15)
Number of schools = 131
Number of pupils = 18,941

1991 (version 15)
Number of schools = 142
Number of pupils = 23,928

1992 (versions **15** & 16)
Number of schools = 141
Number of pupils = 20,218

1993 (version 16)
Number of schools = 171
Number of pupils = 29,074

1994 (version 16)
Number of schools = 279
Number of pupils = 48,297

The quality of the survey data

1. How reliable are the percentages?

Reliability and validity

We are often asked whether the answers are 'trustworthy' — can we really believe these figures? Ideally, any differences between answers given by two people about their behaviour should be due only to differences in their behaviour.

In practice, differences also arise because of

- *Differences in their recollection of their behaviour.*
- *Differences in their understanding of the question.*
- *Differences in their willingness to report their behaviour accurately.*

So, to some extent the trust we place in the data depends on the trustworthiness of the young people answering — that is, whether they are likely to try and mislead us or not. We have described elsewhere the various steps we have taken to try and reduce or eliminate the temptation to mislead, by getting the atmosphere for collecting data right. But the questions also need to be appropriate, and understood in the same way by different people. We have also recorded above the care we take over question design and development.

These issues can be seen in consideration of a question we no longer ask, namely *When did you start smoking?* Answers to this question seemed internally consistent and reliable, and young people in interview were convincing in their efforts to report their behaviour honestly. We did, however, notice a curious feature of the data: the average age when respondents said that they started smoking was always about two years younger than they were now, no matter what their age was. Here we seem to have raised a problem of memory: the length of time since they started smoking may have 'felt' about two years for the longer-standing smokers, but could have been longer.

We identify here two separate aspects to the 'trustworthiness' of the data:

- *Are the answers 'well-behaved' in their pattern?*
- *Do the answers collected to the questions accurately represent the behaviours or beliefs of the respondents?*

Researchers have a high regard for questions of trustworthiness, and have developed a whole apparatus of language and standards for investigating questionnaire quality. We discuss these standards below, and how we might know when things are going astray.

Reliability

Reliability is the question of whether the same question is answered in the same way on each occasion. For example, a person might be asked *What do you think of the price of eggs?* Because it is not something they think about a great deal, they might give a completely different (though equally honest) answer next week, or even elsewhere in the same questionnaire. The consistency between answers given by the same people is known as *internal reliability*.

It is also important to know whether another person will answer the question in the same way: the so-called *external reliability*. Two different groups of people, asked *Are you a vegetarian?* may have different views as to what a vegetarian is. The people in one group, who eat dairy products, may see themselves as vegetarians, but those in

another group, who also eat dairy products, may see vegetarianism as being stricter than this and so not describe themselves as such. So although honest and consistent within themselves, the two groups will answer the same question in different ways. These questions of reliability are perhaps less pressing in the case of behaviours as opposed to attitudes.

Internal reliability

A scale is said to be *internally reliable* if a person's answers on one part of the scale are correlated well with answers to other items in the scale. For example, we have a block of questions on self-esteem, and we know that answers to each item are highly predictive of answers to other items. So, we can say this scale is internally reliable.

This notion of internal reliability was developed in connection with scales of this sort, and not for disparate questions in ones and twos. We can apply the idea to the questionnaire as a whole, and look for consistency between items that overlap in content. Where overlap exists, we see that the items are highly consistent. For example, an early question on spending habits mentions spending money on cigarettes and alcohol, which can be related to answers many pages away which ask specifically if any cigarettes or alcohol have been consumed recently. From the 1992 data we found that of those Year 10 pupils saying they spent *any of their own money on cigarettes* (on page 4 of the Version 15 questionnaire), 99.6% reported that *they smoked last week* (on page 10). Similarly, of those saying they *spent any of their own money on alcohol*, 98% said they *drank alcohol* last week.

External reliability

Questions are externally reliable if they give consistent results when used with different populations. Now, part of the point of doing surveys in different populations is to see if they are different, so what we are looking for here are results that are similar in range, distribution and so on. Some of our questions are typically very stable from population to population — for example, the *visits to the doctor* question, and *reasons for brushing teeth*.

An example of this stability is illustrated in the following table, which presents Health Related Behaviour data in annual means from 1984 to 1990, derived from four different versions of the questionnaire. It shows the percentage of boys and girls between the ages of 11 and 16 choosing *to avoid toothache* as their main reason for brushing their teeth.

Brushed to avoid toothache

Version	8	10	10	11	11	11	12
Year	*84*	*85*	*86*	*87*	*88*	*89*	*90*
Boys							
11–12	26	27	22	25	27	27	30
12–13	28	25	24	28	27	26	28
13–14	28	26	28	27	29	25	26
14–15	25	27	28	28	28	28	28
15–16	27	28	26	26	29	27	28
Girls							
11–12	26	29	29	30	30	29	25
12–13	26	26	28	28	28	26	33
13–14	27	27	28	27	28	25	26
14–15	23	25	25	28	27	24	27
15–16	24	26	27	25	26	27	27

The similarity between boys and girls of different ages across the seven-year span is striking. Other questions that seem relatively stable from year to year and between regions include those on the most recent visits to the doctor or dentist.

Test-retest reliability

This is a special sort of reliability which is particularly useful to enquire into with respect to topics flow are suspected of not being stable in the mind of the subjects. For example, while washing habits may be expected to be stable from week to week, opinions may not. We have very few data on this sort of reliability for our questions, and the questions on self-esteem, or attitudinal topics, would be interesting to look at in terms of their stability over time. Such studies as we and others have done suggest that scores on the self-esteem scale are indeed tolerably stable over time.

Validity

The notion of validity is what people usually have in mind when looking at a question — does this question really measure what you say it does? Validity is perhaps the critical issue: do the answers mean what they appear to mean? Are the respondents honest? Does the question mean anything to the respondents? If people were asked whether they would prefer to go on holiday to Flaunce or to Gzornenplatch, they may *reliably* give a preference for Flaunce, perhaps because of its earlier position or its more mellifluous sound. The fact that people have never heard of either resort cannot be detected from the reliability of their written responses.

Whether the answers to our questions mean what we think they mean must therefore be investigated in other ways, for example by interviews. There is a common-sense approach to this: namely, does it look as though it works? For example, one might be hesitant about accepting *How much do you like pop music?* as a measure of extroversion, but be more convinced by *Do you generally like loud, fast music, or is the music you prefer more often quiet and slow?* This sort of 'looks right' validity is called *face validity*. Other sorts of validity are described in the literature, but these are not readily applied to the HRelB questionnaire.

Other aspects of the data which might reassure us about the data's quality are the distribution of responses between pupils. Typically there are highly regular and consistent age-related trends, and often differences between the sexes. Where this pattern is seen and is consistent with expectations, we have more confidence in the data. In these annual compilations we can see age-related trends even when year groups are composed of young people from different parts of the country.

Also, we can look for associations between items in our questionnaire that have been found elsewhere — for example, there are a number of known correlates of smoking in young people, such as drinking alcohol, dating, school attainment and other variables such as self-esteem and locus of control. All these associations can be found in our data, which firstly reassures us that our data are valid, and secondly suggests that new associations can be sought in the wider range of topic items held in the databanks.

Finally, the interview and other work described above in piloting new questions, and the thousands of sheets of supervisors' feedback relating to established ones, provide a solid foundation for our confidence in the validity of the answers.

2. Statistical analysis of the data

Expected errors

Toss a coin ten times, and you might expect to get five heads and five tails. However, you could end up with anything but this proportion, and this reflects the problem of sampling: knowing what proportion you expect, you know that if you try to assess it by a sample, you are probably going to be a little way out, and you might be a long way out. Fortunately we can strictly define limits of doubt and uncertainty, and calculate how likely it is that a sample is going to be a certain degree 'out' from the expected result. We can also work backwards: given the result in a sample, we can say how likely it is that the 'real' population result is within a certain range. This is precisely the problem we face here.

We will adopt a standard symbol set:

n = sample size

p = proportion of sample reporting given behaviour

N = population size (whole school, or whole area sample)

The usual approach to estimating confidence limits and differences in proportions, given a sample of size n and proportion p, is to derive the standard error of proportion using Equation 1:

$$[p(1-p)/n]^{-2} \qquad \text{Eq. 1}$$

95% confidence limits for a proportion are assumed to be twice this figure (technically 1.96 times). So, for a sample of 100 girls, if the observed proportion is 8% (0.08), the standard error is $[0.08(0.92)/100]^{-2}$, i.e. 0.027 (3%). The 95% limits are therefore $\pm 2 \times 0.027$, which is about ±5%. So we are 95% confident that the true figure is between 8% – 5% and 8% + 5%, i.e. 3%–13%.

The following points should be made:

- *For larger samples, the confidence limits grow narrower.*
- *For proportions nearer 50%, the confidence limits are wider than for smaller or larger proportions observed in samples of the same size.*
- *Confidence increases as the range increases. For the example quoted, we would be 99.75% confident that the proportion lies between 8% ±7.5% (0.5%–15.5%).*

There are other connections we need to make, because this calculation assumes that N is many times larger than n. In a school, though, 50 boys may be 50 out of 75 in the whole year group — see below.

Statistical models

Most methods of statistical analysis assume that the samples taken from a population are (*a*) gathered randomly, reducing the likelihood of sampling bias, and (*b*) that the size of the total population is many times larger than the size of the sample.

Our approach is rather different to this standard method.

Randomness

There is usually no attempt to randomise sampling within or between schools, and instead groups (usually classes or tutor groups) are selected to reflect the range (academic and social) of pupils within a school. Typically (e.g. 1994), schools are selected by District Health Authority or Health Board personnel. Often there is a negotiation between volunteer schools and an area co-ordinator who wishes to select a representative range. This makes usual

assumptions underlying statistical testing less valid, although it may be that analysis can still proceed.

Size

If we consider to what extent the school sample is representative of the school year group, it may be that 50 boys have been taken from a total of 150 boys on the school roll. Here the sample is 1/3 of the total, and is so large that it reduces the theoretical error that can arise through chance (i.e. that we happen to have included more of the smokers in the year in the 50 sampled than might have been expected). If the sample is a fair proportion of the population — and this can equally apply within area-wide samples, where a large proportion of the year group across the county are in schools that are surveyed — then the expected sampling errors are reduced.

Independence of pupils

The fact that each set of pupil data is not independent of others — pupils of similar lifestyles may cluster in certain schools, or in certain classes within the school — increases the uncertainty in behavioural estimates. The OPCS use a multiplication factor for confidence limits for use with their system of quota sampling within randomly-selected schools.

Confidence limits

These revised assumptions can act to make estimates based on the Health Related Behaviour methodology more accurate. In fact, the improvement can itself be calculated, and we are grateful to Dr. Ken Read of the University of Exeter's Department of Mathematics and Operational Research for his guidance in this matter.

For statistical purposes the total population from which the sample is taken is often very much larger than the sample. For Health Related Behaviour data the population is usually not so large — in fact, in some year groups the sample is the whole school year group. In this case, barring absentees, there is no sampling error to estimate! Similarly, the proportion of schools sampled within an Authority may be high — for example, eight out of a possible 20 schools (40%). If these eight include the largest schools, the proportion of the total population which is in fact sampled may be nearer 50%. In many Districts, over half and in some cases all of the schools in the area covered by an Authority have been surveyed.

In these cases the sampling error is much reduced. This expected reduction can be calculated, as in Equation 2, which gives the standard error of proportion with known population size.

$$\left[\frac{p(1-p)}{n}\ \frac{N-n}{N-1}\right]^{-2} \qquad \text{Eq. 2}$$

Depending on the size of the actual school year, this can have a very significant effect in reducing the theoretical sampling error. Since 1990 we have been recording the sample sizes and the school roll for the different year groups. In 1993 the average sample size was between 45 and 50 and the average proportion of those on the roll that this figure represented was 60%. Excluding tiny samples (n<20), mostly from special schools, the average sample was over 66% of the total available. Even for a proportion of 50% (which as stated above gives the widest confidence limits), this means that the expected error is reduced to ±5% for a typical school.

For sample sizes of a thousand or more, as presented in the tables, the expected errors and confidence limits are of the order of a few percentage points.

Sample (N)	*Standard error for proportion of 50%*	*95% confidence limits*
1000	1.6	±3.2% (46.8%–53.2%)
4000	0.4	±0.8% (49.2%–50.8%)

If we assume that the population is only about twice the size of the sample, then these error estimates are much reduced.

This explains why we are so confident that the data represents the population from which the samples are drawn. However, the extent to which that population represents the national picture cannot be derived from these formulæ.

3. Comparison of SHEU data with other surveys

There are some areas of the Health Related Behaviour instrument for which national data are directly available for comparison, and it is of interest to study these.

There are several differences between the way our data are collected and the methods used by other sources — for example, the uneven sampling across regions — but if we found large differences between the behaviours reported using the different methods, which were consistent for different regions sampled in our surveys, this could indicate problems with methodology. Conversely, if we found a good match between our data and other representative surveys for which comparison data are available, we have some optimism that the remaining topics in our data are also to some extent representative of the national picture. (In the case of certain topics we know of no other work, in this or any other country, where the behaviours in question have been examined.)

It is not uncommon to find our work cited by other researchers (e.g. Plant et al., 1990, and Brannen et al., 1994), although equally we sometimes find the body of data we have accumulated may be ignored without comment (e.g. Woodroffe et al., 1993). We obviously believe that the data is of sufficient quality and interest to be worthy of attention, and some of the evidence for this is collated below.

Smoking

The OPCS have had a succession of biennial surveys to which our data can be directly compared: they use a system of quota sampling within randomly selected schools (although, as noted on page xiii, there is a level of non-co-operation by schools and by pupils). The OPCS studies define 'occasional' and 'regular' smokers using a combined diary + self-description definition, whereas we use only retrospective self-reports of consumption. If memory is accurate, this should yield similar figures to the OPCS diary data from the same subjects.

The smokers (regular and occasional) in OPCS include some regular smokers that did not smoke during the previous week, and some subjects that did smoke but did not describe themselves as smokers. Their figures resulting from this approach are very similar to our own (see over).

		Boy smokers			Girl smokers		
		86	*88*	*90*	*86*	*88*	*90*
Age		%	%	%	%	%	%
11–12	OPCS	5	2	5	2	3	2
	SHEU	2	2	3	2	2	3
12–13	OPCS	6	5	7	5	4	8
	SHEU	5	4	5	6	5	6
13–14	OPCS	11	10	11	13	9	16
	SHEU	12	9	12	15	12	16
14–15	OPCS	13	16	21	25	21	25
	SHEU	18	13	19	26	20	24

		Boys' samples			Girls' samples		
Age		*86*	*88*	*90*	*86*	*88*	*90*
11–12	OPCS	288	265	362	265	267	331
	SHEU	1106	2082	603	1067	2118	621
12–13	OPCS	325	282	334	304	302	289
	SHEU	1585	4285	3152	1614	4231	3231
13–14	OPCS	353	319	318	281	308	287
	SHEU	2159	3167	1335	2098	2898	1549
14–15	OPCS	356	316	304	323	321	306
	SHEU	2119	5945	3948	1907	5789	3822

This table compares 'regular + occasional' smokers in OPCS data for England 1984–1990 (Lader & Matheson, 1991) with those smoking 'any cigarettes last week' in SHEU annual data collations (Balding 1987, 1989, 1991), by NC year group (7–10) and sex.

Other drugs

The 1989 HEA/MORI study (HEA/MORI, 1992) includes a section on illegal drugs. How does this data compare with that from SHEU surveys? The next table shows clearly that the cannabis data is very similar, although there is a slight but consistent excess of drug use for other drugs among the 15-year-old boys in the HEA sample.

	Boys aged 15		Girls aged 15	
Drugs used	*HEA*	*SHEU*	*HEA*	*SHEU*
	%	%	%	%
Cannabis*	16	15	14	14
Amphetamines	4	3	2	2
Tranquillisers	3	1	1	<1
Solvents	4	2	2	2
Acid†	5	3	2	2
Cocaine	1	2	1	<1
Heroin	<1	2	1	<1
Sample	326	342	335	342
Weighted sample	844	–	795	–

*Experimentation with drugs: comparison of 1989 HEA/MORI data (HEA/MORI 1992) with 1990 SHEU data (Balding, 1991). * Recorded as 'cannabis leaf' in SHEU survey. † Recorded as 'synthetic hallucinogens, e.g. acid, angel dust, LSD' in SHEU survey.*

This may be due to a bias in our sample towards schools with lower levels of use, or it may be due to the marked patchiness we have seen between schools for these behaviours (Balding, 1987).

The theoretical confidence interval for samples of these sizes for percentages less than 5% is up to ±2% by the formula above, although this formula is less robust for very small proportions.

Visiting the doctor — local data

At one point an opportunity arose to check young people's reports of GP attendance. A practising doctor from Barnham was presented with results of the West Sussex survey at a meeting, and thought that the rates shown for Year 8 and Year 10 pupils visiting the doctor were implausibly high. He immediately organised a check on

his figures, and a colleague searched the computer files from the group practice. He was astonished to find that in his practice the GPs had seen 40% of their patients aged between 13 and 19 in the past three months, which fitted within the summary data for the whole DHA (Wallis, 1993).

4. Conclusion

We hope that this account will give the lay reader some insight into the work we have done on the important questions of reliability and consistency. Over the years we have brought a number of lines of enquiry to bear on these issues, and hope by discussing them here to allow a more informed assessment of the quality of the data presented on the following pages.

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List of Tables

Every attempt is made to reproduce questions verbatim. When this is impossible, the sense of the question is presented in square brackets.

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Young People in 1994

Group 1: DIET

Question

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	Breakfasters and non-breakfasters	5
33	[Weight — which statement describes you best?]	6
	Worrying about weight	7
35	Do you know your weight in kg?	8
34	Do you know your height in cm?	9
	Derived body mass measurements	10
36	[How often do you eat meat or meat substitutes?]	11
36	[How often do you eat dairy products?]	12
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36	[How often do you eat fruit and vegetables?]	18–19
36	[How often do you have drinks and snacks?]	20–21
32	When choosing what to eat, do you consider your health?	22

Question 30: What did you do for lunch yesterday?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
School cafeteria	38.5	33.7	33.3	29.2	30.3	29.5	26.6	23.3	27.4	24.3
School set lunch	9.0	9.9	8.0	5.6	8.9	7.2	4.7	3.1	6.1	5.3
Packed lunch in school	36.8	45.6	39.8	46.1	25.3	28.5	35.8	39.8	19.5	24.2
Takeaway or shop	9.0	5.8	6.4	4.9	17.9	13.7	13.1	9.5	22.8	15.6
Went home	4.0	3.6	7.4	7.6	12.2	11.0	13.1	11.3	18.0	17.9
Did not have any	2.6	1.5	5.0	6.6	5.5	10.0	6.7	13.0	6.1	12.8
Valid responses	576	608	9277	8904	3857	3853	7921	7551	2777	2603

Observations

1. Between a quarter and a third of the young people have a *school cafeteria* lunch.
2. Bringing a *packed lunch* to school is also popular, and more girls than boys do so.
3. Buying lunch at a *takeaway or shop* becomes more popular with increasing age, especially for the boys.
4. There is a tendency for the older girls to report *did not have any* lunch at all. See also the personal weight questions on pages 6–8.
5. With increasing age, a greater percentage *went home* for lunch

Commentary

1. How healthy is a school lunch compared with a packed lunch?
2. To what extent is the decision about what lunch to have made by the parents, the youngster, or the peer group? An informed guess might be that the *takeaway or shop* preference in the oldest group is a group activity.
3. Past research suggests that parents who provide a packed lunch for their children tend to give them a well-balanced daily diet.
4. How many of the 7551 year 10 girls had neither lunch the previous day nor breakfast? See page 5!

Question 31: What did you have for breakfast this morning?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Nothing	8.0	10.7	8.2	13.8	9.3	17.6	8.1	16.4	11.6	20.1
Tea or coffee	36.2	34.0	38.7	36.6	43.8	38.6	47.6	42.1	47.9	44.5
Drink of milk	17.7	13.3	20.0	11.8	19.1	10.8	18.7	8.7	17.2	8.2
Fruit juice	22.4	27.5	23.5	25.4	21.4	21.7	23.9	22.5	20.5	18.6
Tinned or fresh fruit	3.1	4.6	3.5	4.1	3.1	3.5	2.5	4.0	2.1	3.5
Toast or bread	34.6	35.6	35.2	32.7	38.6	35.1	38.5	32.3	38.5	32.9
Cereal	61.9	52.4	61.5	45.0	57.9	38.7	61.6	37.6	53.7	34.8
Cooked breakfast	6.7	3.1	6.6	3.1	7.5	3.4	7.2	2.3	7.2	3.0
Something else	6.8	5.9	5.6	7.1	6.0	6.6	5.4	7.6	5.8	6.8
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The number of girls reporting eating *nothing* at all steadily rises to 20.1% by Year 11. See also the personal weight questions on pages 6–8.
2. *Cereals* are more popular with the boys than the girls, so too is a *drink of milk*.
3. About one-quarter of boys and girls have *fruit juice* to drink in the morning.

Commentary

1. Pupils may select more than one item on the list; therefore some are eating a substantial breakfast.
2. *Cereals* and/or *toast* are the most popular breakfast which provide a convenient and nutritious start to the day for many pupils.
3. Overleaf we have simplified the table, drawing the categories together into four basic 'breakfast types', including the non-breakfast-eaters shown here.

Four 'breakfast types'

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Nothing at all	8.0	10.7	8.2	13.8	9.3	17.6	8.1	16.4	11.6	20.1
Just a drink	6.7	9.6	7.3	11.3	7.7	11.7	8.3	14.6	9.8	14.4
Just something to eat	29.2	23.6	25.1	20.6	22.5	19.0	20.6	18.5	18.4	15.4
Food and drink	56.0	55.9	59.1	54.1	60.3	51.7	62.8	50.4	59.7	50.0
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

This table was derived by combining the categories shown on the previous page.

Observations

1. Over half of all pupils had something to *eat and drink* before school.
2. The percentages for those having *just something to eat* decreases as the pupils increase in age but does not appear to be replaced by any of the other choices. However, this category may include cereals which will presumably also include milk in most cases.
3. With increasing age, an increasing number of girls have either *nothing at all* or *just a drink*. In the older year groups, 10 and 11, this exceeds 30%.

Commentary

1. Is the high percentage of those having *nothing at all* cause for concern?
2. What are the reasons for those having no breakfast?
   Weight-watching?
   No time before school?
   No food available?
3. Do these non-breakfasters also have no lunch? The opposite page examines the Year 10 girls in this group.

Breakfasters and non-breakfasters

Percentage responses for Year 10 girls only

	Would like to put on weight	*Would like to lose weight*	*Happy with weight*
Something for breakfast	**87.4**	**79.6**	**86.2**
Nothing at all for breakfast	**12.6**	**20.4**	**13.8**
Number in each category	461	4313	2746

1.1 *Categorised according to their attitude to their weight, what percentage of these Year 10 girls did or did not have any breakfast?*

Type of lunch yesterday	*No breakfast today*
	%
School cafeteria	24.5
School set lunch	2.5
Packed lunch	25.4
Takeaway or shop	11.5
Went home	11.5
Did not have any	**24.6**
Sample size	1244

1.2 *Looking at the non-breakfasters only, what kind of lunch did they have?*

Year 10 girls were chosen for this analysis because of their large number and the large percentage of non-breakfasters among them.

Gain weight, lose weight, or feel happy?

1. Table 1.1 links the girls' attitude to their weight (page 7) with their breakfasting habit.
2. One in 5 of those who would *like to lose weight* had nothing for breakfast, compared with the lower but still noticeable proportion of 1 in 8 who either are *happy as they are*, or would *like to put some on*.

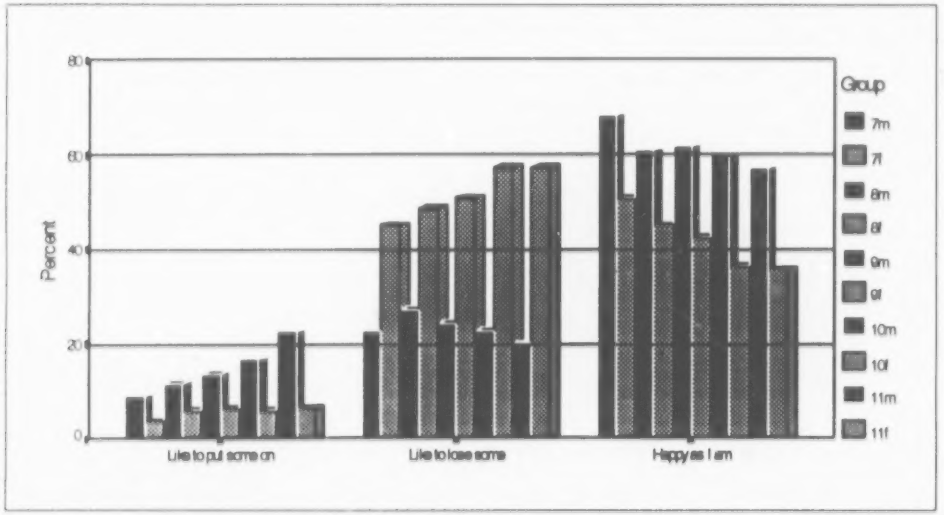
The 'starvers'

1. In table 1.2 we link today's 'non-breakfasters' with yesterday's 'no lunchers'.
2. Please note that these figures refer to the previous day's lunch but that morning's breakfast. Although any individual's breakfast and lunch may vary from day to day, our data collected over many years suggest that young people's eating habits are highly consistent, so that the eating patterns of a large sample on two different days may be combined for statistical analysis.
3. We note here that for Year 10 girls one-quarter of today's 'no breakfasters' had no lunch yesterday either.

Question 33: [Weight — which statement describes you best?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Would like to put some on	9.2	3.9	11.8	6.1	13.8	6.5	17.0	6.1	22.7	6.8
Would like to lose some	22.6	45.3	27.3	48.7	24.5	50.9	22.9	57.4	20.1	57.4
Happy as I am	68.2	50.8	60.9	45.2	61.7	42.5	60.1	36.5	57.2	35.8
Valid responses	579	612	9272	8876	3863	3849	7928	7530	2780	2591



1.3 *The percentage of girls in Years 7–11 within each category of response. The values represented by the columns are taken from the table above.*

Observations

1. The trends with increasing age of the boys' and girls' responses are clearly different.
2. Histogram 1.3 demonstrates strikingly how the percentage of girls that *would like to lose weight* rises with increasing age.
2. The same histogram shows that a reducing percentage of older girls are *happy with their weight*.
3. A reducing percentage of the older boys are also *happy with their weight*, but unlike the girls an increasing percentage *would like to put some on*.

Commentary

1. The concern amongst so many girls to lose weight, increasing in older groups, always attracts attention.
2. The concern for being overweight could be for health reasons or for personal appearance.
3. On page 10 we display a medical assessment of the percentage of clinically overweight Year 10 boys and girls in the sample. This percentage is far smaller than the proportion of young people shown here who would like to lose weight.

Worrying about weight

Percentage responses for Year 10 girls only

	Would like to put on weight	*Would like to lose weight*	*Happy with weight*
Never worry about looks	**8.4**	**2.6**	**8.8**
Worry a little	**40.8**	**29.4**	**48.5**
Worry a lot	**50.8**	**68.0**	**42.7**
Number in each category	453	4291	2733

1.4 *Categorised according to their attitude to their weight, what percentage of these Year 10 girls worry in different degrees about their looks?*

To explore the connection between attitude to weight and concern for personal appearance we have tabulated the results from 7477 Year 10 girls.

A worried group?

1. It can be seen from the upper line that only a very small percentage of these girls *never worry about their looks*.
2. At the *worry a little* level we find the highest percentage in the *happy with weight* category.
3. However, the *would like to lose weight* category contains the greatest percentage of *worry a lot* girls.
4. Size, and doubtless shape, are thus confirmed as major factors in an adolescent girl's confidence in the way she looks.

Question 35: Do you know your weight in kg?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Up to 29kg	2.5	2.7	1.2	0.7	0.4	0.5	0.2	0.1	0.3	0.1
30–34kg	14.8	10.5	5.8	4.4	2.1	2.3	0.5	0.2	0.5	0.2
35–39kg	24.4	21.9	17.1	13.7	10.1	7.1	1.6	1.7	0.5	1.1
40–44kg	19.2	25.1	18.4	17.4	12.0	10.9	4.1	5.6	2.1	3.9
45–49kg	18.7	15.5	21.9	23.9	20.9	26.8	10.4	20.7	6.3	17.7
50–54kg	9.1	10.7	14.8	17.9	19.1	21.0	15.8	26.5	13.4	28.0
55–59kg	5.4	5.9	8.9	10.7	14.7	17.5	19.4	20.9	17.2	22.5
60–64kg	2.7	5.7	6.1	6.0	10.0	7.7	19.8	13.2	20.1	15.7
65–69kg	1.0	1.1	2.6	2.5	4.5	2.9	11.7	5.3	13.3	5.8
70–74kg	0.7	0.5	1.6	1.4	2.9	1.4	7.9	2.9	12.3	3.0
75–79kg	0.2	0.0	0.7	0.6	1.7	1.0	4.0	1.3	6.7	0.9
80–84kg	0.7	0.5	0.4	0.5	0.7	0.5	2.5	0.7	4.1	0.7
85kg or more	0.5	0.0	0.3	0.3	0.9	0.5	2.0	0.9	3.2	0.4
Valid responses	406	439	6094	5990	2376	2407	5315	5013	1676	1522

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	42.9	46.9	51.2	59.2	62.5
Girls	43.5	47.7	50.5	54.4	55.1

1.5 The average weight in kilograms for each year group.

Observations

1. Examining modal values (underlined in the main table) and average weights (table 1.5), we observe that in Years 7 and 8 the average weight of the girls is slightly higher than that of the boys.
2. From Year 9 onwards, boys of the same age become increasingly heavier than the girls.

Commentary

1. The boys' greater weight gain in Years 9 –11 is to be expected, since they normally experience a growth spurt at this time.
2. However, are some of the girls maintaining their natural weight or succeeding in losing weight?
3. The few very low and very high weights recorded may be cause for concern.

Question 34: Do you know your height in cm?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Up to 129cm	1.8	0.4	0.6	0.5	0.4	0.5	0.1	0.4	0.3	0.6
130–139cm	4.0	6.6	2.2	1.4	0.9	0.4	0.2	0.3	0.4	0.3
140–149cm	33.2	27.9	14.9	11.2	6.3	4.2	1.3	2.0	0.9	1.8
150–159cm	43.3	48.4	42.7	43.8	27.4	32.8	8.9	22.6	5.4	20.3
160–169cm	15.6	15.0	28.3	36.4	36.0	47.3	28.0	51.8	19.2	51.7
170–179cm	1.5	1.6	9.8	6.2	23.0	14.0	40.8	21.0	42.8	23.7
180–189cm	0.3	0.0	1.3	0.4	5.5	0.7	18.5	1.7	28.0	1.6
190cm or more	0.3	0.0	0.2	0.1	0.4	0.1	1.9	0.1	3.0	0.1
Valid responses	397	426	6356	6357	2534	2586	5537	5367	1837	1712

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	151.3	157.3	163.1	171.1	173.9
Girls	151.7	157.7	161.4	163.7	164.0

1.6 The average height in centimetres for each year group.

Observations

1. Examining modal values (underlined in the main table) and average heights (table 1.6), we once again observe:
   (*a*) similarities between girls and boys in Years 7, 8 and 9
   (*b*) increasing separation in Years 10 and 11.

Commentary

1. The points made on the opposite page apply equally here.

Note

The sample sizes for these responses are noticeably less than the total available to other questions. We know from the use of earlier versions of the Health Related Behaviour Questionnaire (e.g. Versions 10 & 11, 1985–89) that the data collected to questions on height and weight can be extremely poor in quality and largely invalid. Most of the data collected in the 1994 surveys were derived from 'weighing and measuring' sessions prior to the questionnaire completion, the written figures being taken to the survey session by the individuals. However, some surveys did not include this technique, and height and weight data from them is omitted.

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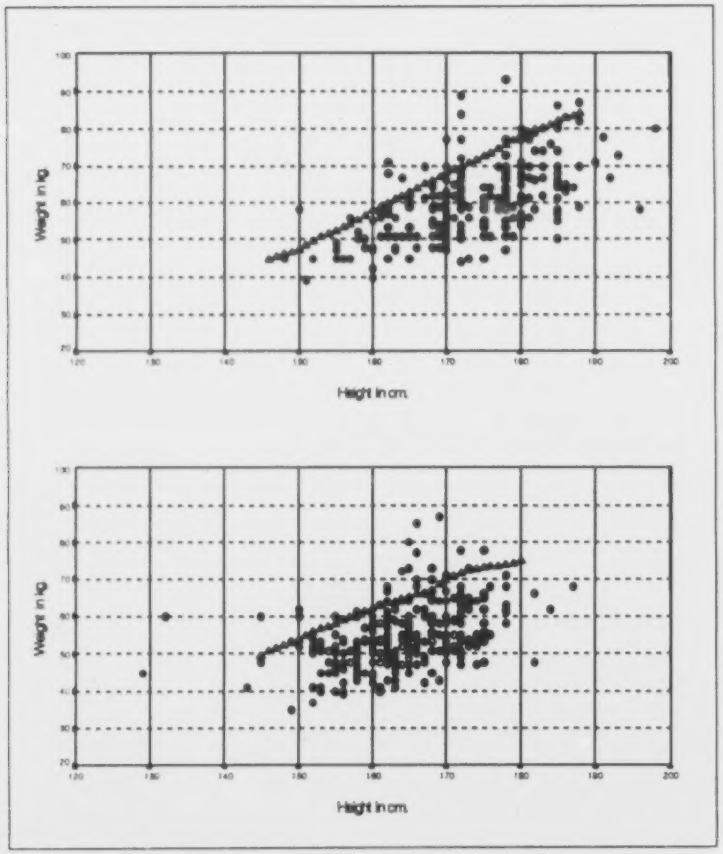
Derived body mass measurements

Percentage responses for Year 10 only



1.7 Weight against height for 259 Year 10 boys (upper) and 330 Year 10 girls (lower) within one District Health Authority. The dotted line indicates the weight-height ratio above which the subject is considered overweight by RCP criteria.

One District Health Authority using our survey method in 1994 asked us to provide a scattergram of the measured heights and weights of their Year 10 sample (see figure 1.7), with the aim of establishing the percentage of the young people that were overweight.

The overweight group

1. On these two scattergrams a dotted line has been drawn from calculations based upon the height, mass and age criteria, above which the Royal College of Physicans view young people to be overweight. These criteria were published in a report entitled 'Obesity' in the *Journal of the Royal College of Physicians of London*, Vol. 17, No. 1, January 1983.
2. For the District Health Authority in question, it appears that 7.3% of boys and 9.1% of girls were 'overweight'.
3. National data published in the RCP report gives values of 6.5% and 9.6% for overweight 14-year-old boys and girls respectively.
4. We note on page 6 that 57% of Year 10 girls and 23% of Year 10 boys would *like to lose some weight*, considerably more than the percentages calculated here as being overweight.

Question 36: [How often do you eat meat or meat substitutes?]

Percentage responding ON MOST DAYS or RARELY OR NEVER

	Year 7		Year 8		Year 9		Year 10		Year 11	
On most days / *Rarely or never*	B	G	B	G	B	G	B	G	B	G
Lamb, beef, pork	**7.7**	**4.6**	**7.1**	**6.1**	**7.2**	**5.4**	**6.8**	**5.4**	**8.1**	**5.5**
	14.1	22.5	12.3	20.5	16.5	24.9	8.7	23.2	12.6	27.9
Poultry (e.g. chicken)	**4.9**	**4.4**	**6.0**	**5.3**	**5.4**	**5.5**	**5.2**	**4.9**	**6.5**	**5.4**
	17.8	18.4	11.3	15.0	12.3	15.6	8.1	14.7	8.3	14.6
Vegetarian pasties, samosas	**6.1**	**3.6**	**4.1**	**4.8**	**4.3**	**4.6**	**2.9**	**4.2**	**4.1**	**5.3**
	61.4	62.9	60.7	58.9	58.0	57.3	60.9	55.6	57.5	53.4
Meat pasties, pies, samosas	**6.3**	**2.4**	**5.2**	**2.6**	**5.6**	**3.0**	**4.8**	**2.2**	**5.5**	**2.1**
	31.0	39.8	27.4	36.9	25.0	35.4	22.2	38.1	20.6	40.0
Vegetarian burgers or sausages	**4.8**	**3.7**	**4.2**	**4.0**	**3.7**	**3.3**	**2.2**	**3.5**	**2.7**	**3.1**
	62.4	65.3	63.3	60.9	63.3	62.6	68.5	60.1	66.9	62.9
Meat burgers or sausages	**12.6**	**8.3**	**14.0**	**5.9**	**13.1**	**5.1**	**11.8**	**4.3**	**11.6**	**4.1**
	11.8	19.0	10.2	20.4	13.0	25.7	7.6	23.4	11.5	29.1
Oily fish (e.g. mackerel)	**3.4**	**1.0**	**2.0**	**0.8**	**1.9**	**1.1**	**1.1**	**0.5**	**1.1**	**0.9**
	64.9	76.7	65.4	76.6	64.2	77.1	65.4	77.2	62.6	76.5
Other fish or fish fingers	**8.7**	**2.8**	**7.4**	**3.7**	**7.3**	**4.3**	**4.7**	**2.4**	**5.4**	**3.3**
	26.3	30.7	23.7	31.2	23.5	32.0	24.0	32.9	22.4	34.5
Eggs	**10.4**	**9.4**	**13.3**	**9.7**	**14.1**	**9.7**	**12.6**	**8.8**	**16.1**	**10.1**
	25.7	20.1	17.9	18.5	17.5	18.7	16.1	17.7	13.7	19.1
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

The **bold type** figures are the percentages for 'eat on most days'.

All 'diet' items are offered on a single page (see Appendix) rather than split as we have given here. We have never resolved difficulties in recording quantity or quality of foods eaten (which is beyond the scope of a questionnaire study), but we are confident of our data here on frequency of consumption.

Observations

1. The higher figures are all found amongst items 'rarely or never' eaten.
2. The foods listed are essentially solid protein foods, and they are all minority choices.
3. Overall *eggs* come top, with *burgers* a close second for the younger boys.
4. About 20–25% say they rarely or never eat *eggs*, although these are likely to be a constituent of other foods.

Commentary

1. *Red meat* appears to be a little more popular than *white meat* (although there is a greater choice of red meats).
2. *Other fish* will include fish fingers.
3. One overall gender difference is that typically the percentage for boys against the equivalent group of girls is higher for almost all items. Other food groups in later tables show the opposite effect.

Question 36: [How often do you eat dairy products?]

Percentage responding ON MOST DAYS or RARELY OR NEVER

	Year 7		Year 8		Year 9		Year 10		Year 11	
On most days / *Rarely or never*	B	G	B	G	B	G	B	G	B	G
Ordinary milk	**36.2**	**28.6**	**38.4**	**30.7**	**43.8**	**33.2**	**42.1**	**29.8**	**48.4**	**33.0**
	33.5	38.4	34.5	42.0	30.7	40.8	33.6	47.8	28.1	44.9
Semi-skimmed or skimmed milk	**36.9**	**32.0**	**40.6**	**41.7**	**41.2**	**41.6**	**45.8**	**49.3**	**41.1**	**45.3**
	33.2	34.9	29.6	27.6	31.0	28.0	26.3	22.6	30.3	26.2
Soya milk	**1.0**	**0.7**	**1.2**	**0.7**	**1.0**	**0.6**	**0.6**	**0.5**	**0.9**	**0.6**
	90.4	91.8	90.2	92.1	90.6	92.5	92.8	93.4	92.7	94.1
Yoghurt	**18.9**	**17.6**	**17.6**	**18.0**	**17.9**	**18.7**	**15.5**	**15.0**	**15.3**	**15.5**
	20.6	16.3	21.5	17.6	20.7	17.6	23.7	20.1	23.8	20.8
Low-fat cheese	**6.5**	**5.4**	**5.6**	**7.2**	**5.5**	**6.6**	**4.3**	**6.5**	**4.0**	**6.6**
	57.8	51.8	57.3	50.9	57.7	50.8	61.2	50.7	61.6	49.3
Other cheese	**20.1**	**18.7**	**20.9**	**20.0**	**20.5**	**18.7**	**20.2**	**19.2**	**20.3**	**17.0**
	22.9	20.4	22.8	19.7	24.5	21.9	21.1	19.9	22.4	21.3
Low-fat butter or margarine	**24.2**	**28.0**	**27.2**	**33.3**	**27.4**	**34.8**	**31.4**	**42.4**	**29.0**	**38.2**
	35.9	30.1	30.6	26.4	30.6	27.2	28.4	22.3	33.6	25.1
Butter or margarine	**30.4**	**32.5**	**31.0**	**30.1**	**31.2**	**28.0**	**31.7**	**26.0**	**34.4**	**29.5**
	21.2	21.7	22.6	25.1	22.2	26.2	23.9	31.6	20.6	30.5
Vegetable oils	**6.8**	**6.2**	**6.8**	**7.9**	**8.8**	**10.0**	**8.2**	**9.8**	**10.3**	**12.1**
	51.5	44.4	48.0	39.1	45.9	37.2	42.9	32.7	43.9	35.0
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

The **bold type** figures are the percentages for 'eat on most days'.

Observations

1. *Low-fat milk, cheese* and *butter* are selected by more girls than boys on most days.
2. *Yoghurts* are popular with both boys and girls.

Commentary

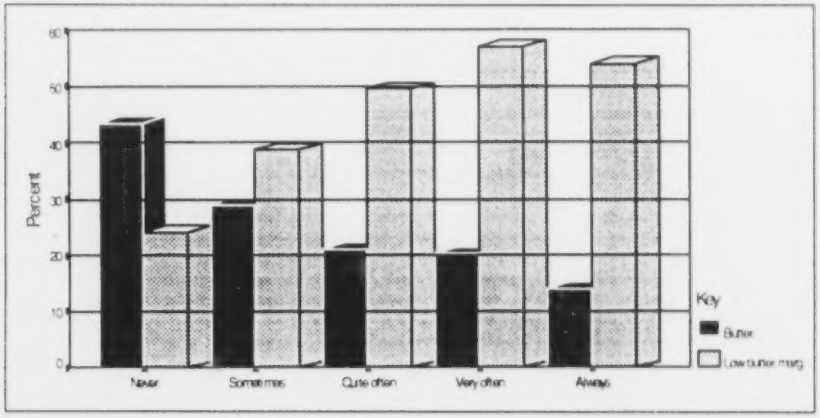
1. The preference of the girls for *low-fat* dairy products seems to increase with age. Is this because they are watching their weight or more concerned about personal levels of cholesterol?

Dairy products and healthy food choices

Percentage responses for Year 10 girls only

	HEALTHY FOOD CHOICES?				
Ordinary butter *Low-fat spreads*	*Never*	*Sometimes*	*Quite often*	*Very often*	*Always*
Rarely/never	**20.4** 48.6	**27.5** 24.0	**35.2** 17.3	**43.4** 13.6	**56.9** 16.3
Sometimes	**18.4** 16.4	**24.7** 21.4	**26.6** 17.2	**23.1** 14.5	**20.2** 15.2
At least 1/week	**17.0** 10.9	**18.6** 15.9	**17.0** 15.7	**13.1** 14.9	**9.1** 15.2
On most days	**44.2** 24.1	**29.3** 38.8	**21.2** 49.8	**20.3** 57.0	**13.8** 53.4
Number in category	683	3494	1951	929	363

*1.8 How much difference does their attitude to healthy eating affect Year 10 girls' choice of spreads? (Ordinary butter in **bold**, low-fat spreads in light.)*



Butter v. low-fat spreads

We selected Year 10 girls because they form a large sample and may be buying some food for themselves. The butter/low-fat spread choice was an obvious one to examine, although full-fat/low-fat milk shows the same effect.

1. Table 1.8 and histogram 1.9 show a strong tendency for the health-conscious girls to opt for low-fat spreads, and the ones that are not worried about eating 'healthy' foods to choose butter.
2. However, is this 'choice' being exercised without interference, or is it the climate at home that decides the outcome, or the attitude of their peers? Do they really have a choice?

1.9 The columns show the percentage of Year 10 girls eating butter (dark) or low-fat spreads (light) on most days, according to how frequently they take health into account when choosing what to eat.

Question 36: [How often do you eat cereal products?]

Percentage responding ON MOST DAYS or RARELY OR NEVER

	Year 7		Year 8		Year 9		Year 10		Year 11	
On most days / *Rarely or never*	B	G	B	G	B	G	B	G	B	G
High-fibre white bread	**26.1**	**18.0**	**26.4**	**21.3**	**27.6**	**21.8**	**25.2**	**19.0**	**23.0**	**19.0**
	35.6	40.1	33.0	36.7	31.4	35.8	32.9	37.8	34.7	37.9
Ordinary white bread	**41.5**	**42.9**	**41.5**	**43.2**	**43.6**	**43.3**	**45.5**	**42.3**	**48.1**	**44.1**
	13.7	13.5	15.1	15.0	14.6	14.3	14.3	16.3	13.0	15.9
Wholemeal bread	**18.8**	**19.7**	**19.8**	**21.8**	**18.5**	**22.0**	**19.8**	**24.9**	**19.9**	**24.1**
	33.0	29.8	32.6	29.9	31.8	27.8	30.6	24.8	29.8	26.6
Pizzas	**15.5**	**11.5**	**16.3**	**11.2**	**17.0**	**12.2**	**12.6**	**7.7**	**13.6**	**8.8**
	19.6	19.0	14.2	14.0	12.8	12.4	14.0	14.5	12.3	14.4
Chapatti flour	**0.7**	**1.1**	**1.9**	**1.7**	**5.4**	**4.2**	**1.8**	**1.6**	**6.2**	**5.7**
	83.5	88.7	83.2	86.9	79.0	83.1	85.7	88.5	79.4	80.7
Maize flour	**2.4**	**1.5**	**1.8**	**1.1**	**1.4**	**0.7**	**1.2**	**0.6**	**1.0**	**0.4**
	76.5	75.1	77.4	80.2	78.7	81.7	79.4	82.9	80.9	83.6
Sugar-coated cereals	**19.1**	**13.3**	**21.0**	**11.8**	**21.3**	**12.4**	**21.1**	**9.4**	**21.5**	**10.1**
	31.5	38.2	31.4	42.5	32.5	43.2	31.9	48.8	33.2	49.9
High-fibre cereals or muesli	**15.4**	**11.7**	**14.7**	**12.7**	**14.2**	**13.5**	**14.2**	**12.8**	**14.0**	**13.2**
	39.5	39.5	42.5	43.0	41.3	43.4	40.2	41.9	41.9	44.0
Other cereals	**29.7**	**25.0**	**26.8**	**22.4**	**24.5**	**20.5**	**26.3**	**19.2**	**23.0**	**17.9**
	27.9	29.5	32.0	32.2	33.1	33.8	30.6	34.8	34.5	37.1
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

The **bold type** figures are the percentages for 'eat on most days'.

Observations

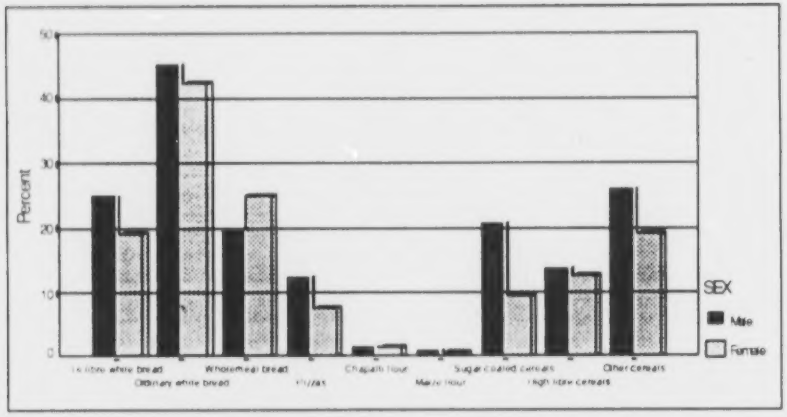
1. *Ordinary white bread* is the most popular choice; slightly more girls than boys eat *wholemeal bread*.
2. *Cereals*, especially the *sugar-coated* variety, are more popular with the boys than the girls. This is confirmed by the breakfast choices on page 3.
3. Boys also show a preference for *pizzas*.

Commentary

1. The category high-fibre white bread was introduced in this version of the questionnaire. Its content is continually updated to take account of changing products and fashions, but inevitably we lag slightly behind social change.
2. Histogram 1.10 opposite shows greater percentages of Year 10 boys over girls for all the categories except wholemeal bread, where girls, the more health-conscious sex, are the greater consumers.

Question 36: [How often do you eat cereal products?]

Percentage responses for Year 10 only



1.10 *This histogram represents the Year 10 boys' and girls' 'on most days' responses from the table opposite.*

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Question 36: [How often do you eat starchy foods?]

Percentage responding ON MOST DAYS or RARELY OR NEVER

	Year 7		Year 8		Year 9		Year 10		Year 11	
On most days / *Rarely or never*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Boiled or mashed potatoes	**18.6**	**19.5**	**20.5**	**22.0**	**20.2**	**22.4**	**20.9**	**23.2**	**20.6**	**22.8**
	13.9	11.1	11.7	8.5	10.8	7.3	9.4	7.3	10.2	8.1
Jacket potatoes	**8.0**	**11.7**	**9.3**	**10.3**	**7.4**	**10.9**	**6.5**	**9.8**	**6.9**	**10.0**
	22.9	14.4	19.8	12.7	23.5	15.9	17.4	10.3	21.9	16.9
Chips or roast potatoes	**24.9**	**22.0**	**29.4**	**20.6**	**32.1**	**25.5**	**28.4**	**17.6**	**33.0**	**22.4**
	6.0	6.7	4.0	4.5	5.5	5.7	3.3	5.4	3.6	7.5
Yams	**0.9**	**0.3**	**0.9**	**0.5**	**0.5**	**0.5**	**0.6**	**0.3**	**0.4**	**0.5**
	88.2	93.2	88.3	92.4	89.0	92.2	90.0	93.6	89.4	94.0
Pasta	**10.4**	**8.5**	**9.1**	**9.0**	**8.4**	**9.8**	**7.9**	**9.7**	**7.2**	**8.7**
	30.4	27.6	30.9	24.4	31.2	24.6	27.8	20.8	29.7	23.2
Rice	**10.2**	**10.6**	**10.9**	**10.4**	**10.6**	**10.6**	**8.8**	**9.1**	**8.4**	**8.9**
	30.4	22.0	25.3	20.8	26.1	20.8	25.2	19.8	26.0	20.9
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

The **bold type** figures are the percentages for 'eat on most days'.

Observations

1. More boys than girls consume *chips or roast potatoes*.
2. Boys appear more likely than girls to avoid *boiled potatoes, jacket potatoes* and *rice*.

Commentary

1. The very low percentages for 'rarely or never' eating *chips* confirm their popularity amongst boys and girls.

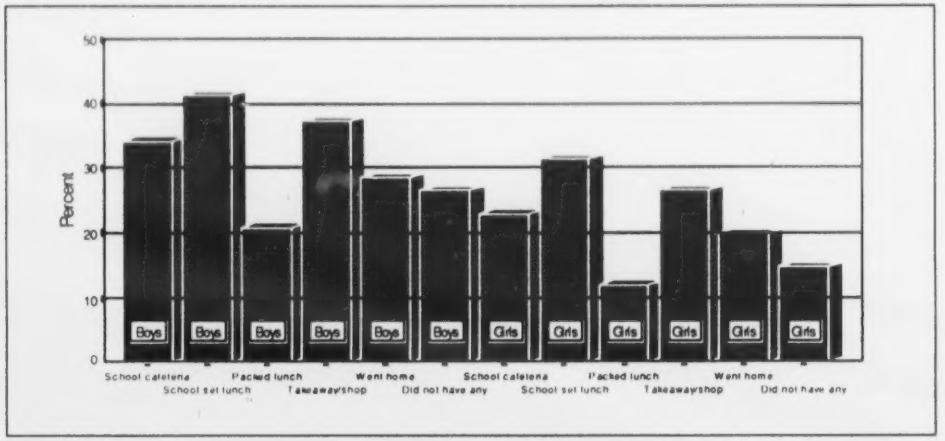
Chips with everything?

1. Many people view *chips* as a signal of poor diet. In histogram 1.11 we link the percentages indicating that they eat chips on most days with the type of lunch they consumed yesterday. (We do not assume that chips are eaten only at lunchtime.) We observe the following order in chip-eating level, for both boys and girls:

    1. School set lunch
    2. Takeaway
    3. School cafeteria
    4. Went home
    5. No lunch
    6. Packed lunch

The chip-eaters

Percentage responses



1.11 *This histogram examines the group that eats chips on most days, to discover the percentage coming into the different categories of lunch provision (Year 10).*

It does appear that the *school set lunch* probably influences chip-eating; to find that the *takeaway* option is high on the list comes as no surprise, and in fact it might have been expected to come top. *School cafeterias* do enable selection processes to be applied.

Finding the *packed lunch* consumers to be the lowest chip-eaters fits with an enquiry we pursued years ago, when we tried to assess the quality and balance of the previous day's reported consumption in the Version 7 questionnaire. We found that the Unit's judgement of the best quality and balance of the overall daily intake was linked to those homes that provided the young people with a packed lunch. We commented then on the care and attention that can go into planning these meals, anticipating the provision of other meals at home.

2. How much chip-eating is accounted for by school lunches? That is, if schools did not offer chips for lunch, would the 'on most days' numbers drop dramatically and would the numbers taking school lunch also drop if chips were not available?

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Quesation 36: [How often do you eat fruit and vegetables?]

Percentage responding ON MOST DAYS or RARELY OR NEVER

	Year 7		Year 8		Year 9		Year 10		Year 11	
On most days *Rarely or never*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Fresh fruit	**45.1**	**53.5**	**43.4**	**55.6**	**41.6**	**53.4**	**40.2**	**55.4**	**38.9**	**52.2**
	8.0	4.0	8.1	3.6	8.1	3.8	8.1	3.4	8.6	4.2
Nuts	**7.0**	**4.7**	**6.0**	**4.7**	**6.3**	**4.7**	**4.4**	**3.1**	**3.8**	**3.1**
	39.5	35.7	36.4	36.3	36.1	35.5	36.9	39.2	37.2	41.7
Baked beans	**16.7**	**11.5**	**16.9**	**11.8**	**18.3**	**12.5**	**15.7**	**10.7**	**14.9**	**11.0**
	17.3	24.1	17.8	22.3	16.4	20.9	15.5	21.0	14.2	19.9
Peas, beans, or lentils	**14.2**	**14.6**	**14.4**	**16.2**	**13.9**	**16.4**	**13.4**	**15.8**	**12.5**	**14.9**
	29.2	25.8	27.2	23.2	26.4	22.6	23.8	21.3	23.1	23.2
Tofu	**1.5**	**0.0**	**1.0**	**0.6**	**1.0**	**0.7**	**0.6**	**0.6**	**0.5**	**0.7**
	87.6	91.4	88.1	90.7	88.0	90.8	90.1	91.4	89.6	90.9
Plantain	**1.0**	**0.5**	**1.3**	**0.8**	**0.8**	**0.6**	**0.7**	**0.6**	**0.5**	**0.6**
	88.1	92.7	87.7	91.4	88.8	92.4	89.8	93.2	90.0	93.1
Vegetables	**40.4**	**46.0**	**40.0**	**54.8**	**37.6**	**50.7**	**44.9**	**59.3**	**41.8**	**54.8**
	14.4	9.2	13.9	7.4	14.9	8.7	11.4	6.4	13.0	8.3
Salads	**15.0**	**23.7**	**17.3**	**27.4**	**14.5**	**23.9**	**13.9**	**26.6**	**13.5**	**23.9**
	28.3	15.7	25.2	11.7	27.1	13.5	25.0	10.5	24.3	11.8
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

The **bold type** figures are the percentages for 'eat on most days'.

Observations

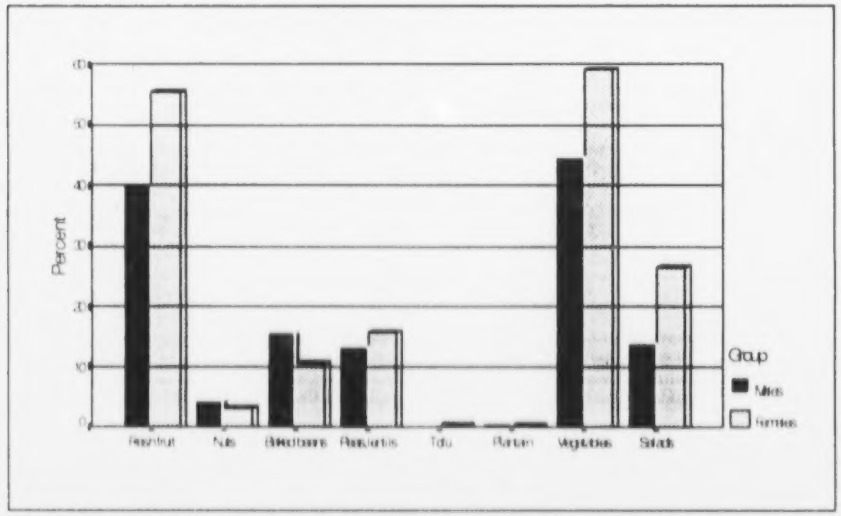
1. *Fresh fruit, vegetables* and *salads* are all popular with both sexes at all ages; however, the percentage of girls eating them is noticeably higher than for boys.
2. About a quarter of boys report 'rarely or never' eating *salads*.

Commentary

1. Histogram 1.12 opposite, summarising Year 10 boys' and girls' regular and frequent consumption, shows a clear difference between the boys and girls. *Baked beans* and *nuts* show high percentages for boys, but the remaining *fresh fruit, vegetables,* and *salads* are preferred by girls, showing healthy eating practice biased towards girls.
2. Table 1.15 displayed on page 22 shows a clear difference between boys and girls and their concern for a healthy diet.

Question 36: [How often do you eat fruit and vegetables?]

Percentage responding ON MOST DAYS or RARELY OR NEVER for Year 10 only



1.12 *This histogram represents theYear 10 boys' and girls' 'on most days' responses from the table opposite.*

Question 36: [How often do you have drinks and snacks?]

Percentage responding ON MOST DAYS or RARELY OR NEVER

	Year 7		Year 8		Year 9		Year 10		Year 11	
On most days / *Rarely or never*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Fruit juice	**37.0**	**39.7**	**38.3**	**42.9**	**35.7**	**40.1**	**36.1**	**41.4**	**34.3**	**38.6**
	14.5	11.4	12.1	9.7	12.6	10.6	12.5	10.0	13.6	11.8
Low-calorie drinks	**19.6**	**20.7**	**20.1**	**22.8**	**18.8**	**23.5**	**16.5**	**24.6**	**14.8**	**25.6**
	27.3	21.1	25.4	22.2	29.2	23.4	29.8	21.9	36.5	24.4
Fizzy drinks (not low-calorie)	**28.0**	**19.3**	**34.3**	**22.3**	**39.2**	**26.9**	**36.9**	**21.8**	**41.2**	**26.2**
	13.6	17.7	11.1	18.0	10.5	17.7	9.6	21.8	9.5	21.4
Biscuits, cakes, or tarts	**29.2**	**23.1**	**31.4**	**24.9**	**35.7**	**27.5**	**34.6**	**25.7**	**39.1**	**27.6**
	8.3	8.2	7.7	8.0	7.8	7.4	6.4	8.3	6.6	8.1
Crisps	**41.5**	**42.3**	**46.2**	**46.9**	**45.3**	**44.7**	**47.0**	**43.0**	**43.2**	**40.3**
	5.1	4.0	4.2	4.2	4.6	4.1	4.6	6.5	5.3	6.3
Ice cream	**16.2**	**8.9**	**15.1**	**10.7**	**13.0**	**9.3**	**10.5**	**6.6**	**8.7**	**5.7**
	11.6	12.4	10.9	12.7	14.6	18.5	14.6	19.6	19.4	26.3
Sweets, chocolate, choc bars	**29.7**	**28.8**	**40.2**	**37.5**	**44.1**	**40.2**	**41.8**	**37.7**	**43.9**	**37.1**
	7.2	6.0	4.3	4.5	4.1	4.4	4.1	4.7	4.3	5.8
Sugar added to hot drinks	**31.2**	**23.6**	**35.1**	**29.8**	**38.6**	**30.4**	**41.4**	**33.5**	**40.9**	**31.6**
	25.5	34.9	26.7	34.9	26.4	37.1	26.0	37.0	27.4	42.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

*The **bold type** figures are the percentages for 'eat on most days'.*

Observations

1. *Fruit juice* is drunk by about half of all boys and girls.
2. *Fizzy drinks* are preferred by the boys.
3. *Crisps, sweets, chocolate* and *sugar added to hot drinks* are consumed by over one-third of boys and girls on most days.

Commentary

1. In previous tables, the girls have chosen to select 'healthy' foods but here high percentages (about 40%) are choosing 'unhealthy' snack foods. Are they substituting their meals for snacks or eating them as well?
2. Are these snack foods eaten with frequency because they are tasty? convenient? available? substitutes for 'proper' food?
3. Are these snack foods threatening children's teeth or general health?
4. The health-conscious or figure-conscious girl is also suggested here. Higher percentages of girls consume *fruit juice* and *low calorie drink* and higher percentages of boys consume the other items.

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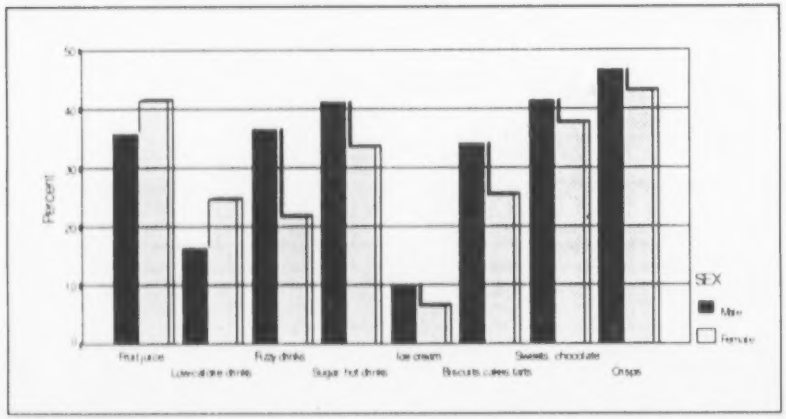
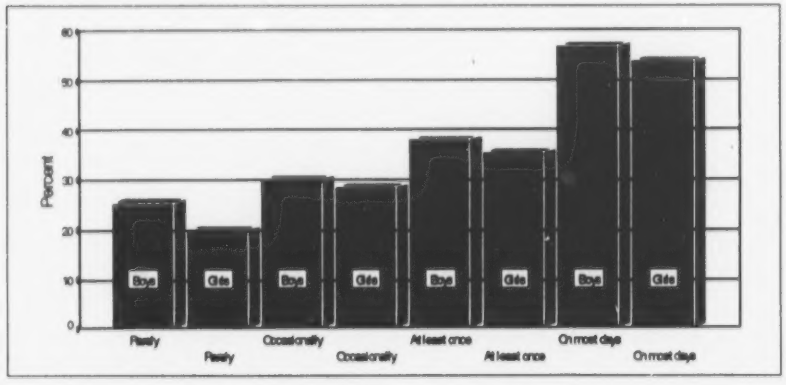
Question 36: [How often do you have drinks and snacks?]

Percentage responding ON MOST DAYS or RARELY OR NEVER for Year 10 only



1.13 *The columns represent the Year 10 boys' and girls' 'on most days' responses from the table opposite.*



1.14 *The columns represent the percentage of Year 10 pupils that add sugar to hot drinks, according to the frequency with which they consume fizzy drinks.*

'Healthy choices'

1. Histogram 1.13 once more demonstrates healthier choices by girls than boys, for example with respect to selecting *fruit juice* and *low-calorie drinks*. The rest, the 'unhealthy choices', show more frequent approval amongst the boys.

The sweet-toothed group

1. Histogram 1.14 shows the 'sweet tooth' effect. The more frequent consumption of *fizzy drinks* (not low-calorie) is clearly linked to boys and girls in Year 10 who also *add sugar to hot drinks*. (How does this affect their teeth? The answer is hidden somewhere in the database.)

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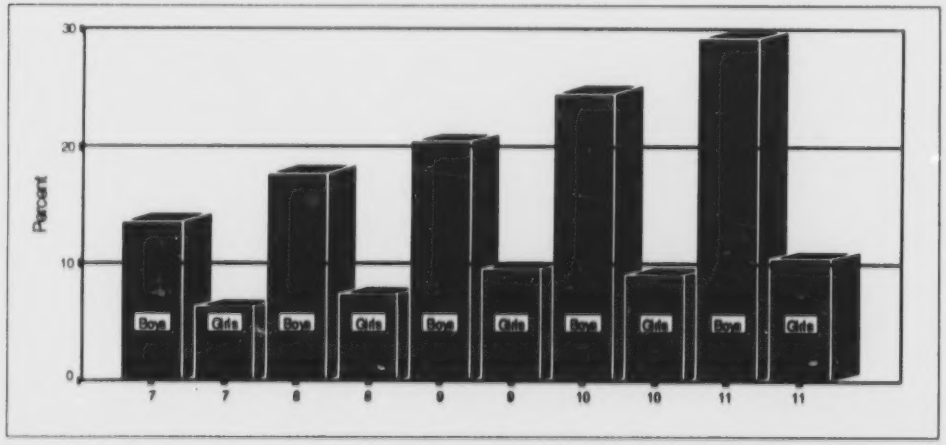
Question 32: When choosing what to eat, do you consider your health?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Never	13.7	6.4	17.8	7.5	20.6	9.6	24.6	9.1	29.3	10.6
Sometimes	43.1	47.5	46.3	47.7	47.7	49.9	47.5	47.2	44.1	47.9
Quite often	24.6	27.1	23.0	27.7	20.7	25.4	18.2	26.3	15.8	24.5
Very often	11.9	11.8	8.5	11.5	7.8	10.1	6.7	12.5	7.1	12.1
Always	6.7	7.2	4.4	5.6	3.3	5.0	3.0	4.8	3.6	4.8
Valid responses	578	612	9287	8909	3873	3862	7953	7555	2783	2603



1.15 *Results for the boys and girls taken from the table above, showing the percentage that never consider their health when choosing what to eat.*

Observations

1. The girls record higher percentage values than the boys in the *quite often* to *always* categories.
2. The boys record higher values than the girls in the *never* category, and these increase with age.
3. The histogram 1.15 shows this change very clearly from the boys' results; the small number of girls in the *never* category changes less with age.

Commentary

1. As raised on page 13, how much choice do these youngsters have in what they eat?
2. Are they selective about the overall menus available at school and at home, and do they have any choices regarding these — or are they just being selective about the food on their plate?

Group 2: DOCTOR & DENTIST

Question

24	How long ago did you last visit the doctor?	24
25	On this last visit, did you feel at ease with the doctor?	25
19	[How many times did you clean your teeth yesterday?]	26
	Teeth cleaning and lifestyle	27
20	On how many days since this time last week have you cleaned your teeth with dental floss?	28
28	How long ago did you last visit the dentist?	29
29	[Treatment or advice given on last visit to the dentist]	30
	Filling links	31

Question 24: How long ago did you last visit the doctor?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
In the past 7 days	9.1	10.1	9.2	10.5	9.1	11.7	8.5	12.0	9.5	10.8
In the past month	24.0	22.3	23.2	24.8	23.0	24.7	20.6	24.3	18.9	25.0
In the past 3 months	21.4	26.4	24.9	24.0	25.3	24.1	25.5	24.1	23.9	25.0
In the past 6 months	22.2	20.8	21.1	19.9	20.4	18.8	20.7	18.6	21.5	17.7
In the past year	13.3	10.5	11.2	11.8	10.8	11.2	12.4	11.3	12.7	10.9
More than a year ago	10.0	10.0	10.4	9.1	11.4	9.5	12.3	9.7	13.5	10.6
Valid responses	580	611	9294	8914	3869	3864	7956	7559	2796	2604

Observations

1. The figures show that over half the respondents had visited the doctor within the *past three months*, and about 90% within the *past year*.
2. There is little gender difference in the data.

Commentary

1. The frequency with which young people visit their doctor is remarkably high. The Unit's report *Young People into the Nineties, Book 1 — Doctor and Dentist* presents evidence that over the period from 1984–1990 over 70% of boys and girls aged 12 to 16 went to see their doctor on at least one occasion every six months.
2. Even though interview work reveals some uncertainty over these longer time intervals, there is no doubt that most young people are visiting their doctor on at least an annual basis, which we believe presents GPs with the chance of getting health promotion messages through to the majority of the young population.
3. We might ask: "Is it healthy to go to the doctor?"

Question 25: On this last visit, did you feel at ease with the doctor?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Very uneasy	8.8	6.5	5.2	7.5	5.3	7.1	4.0	7.2	5.2	7.5
Quite uneasy	6.9	11.3	8.3	13.3	8.0	14.2	7.7	12.4	7.8	12.7
A little uneasy	24.5	39.7	30.0	40.9	27.4	41.7	30.1	41.3	26.6	37.3
At ease	59.8	42.5	56.5	38.3	59.4	37.0	58.3	39.1	60.3	42.5
Valid responses	579	600	9204	8806	3829	3811	7899	7522	2766	2584

Observations

1. More boys than girls are *at ease* with their doctor.
2. More girls are *a little uneasy*.
3. About 20% of girls and 12% of boys feel *very uneasy* or *quite uneasy* when visiting their doctor.

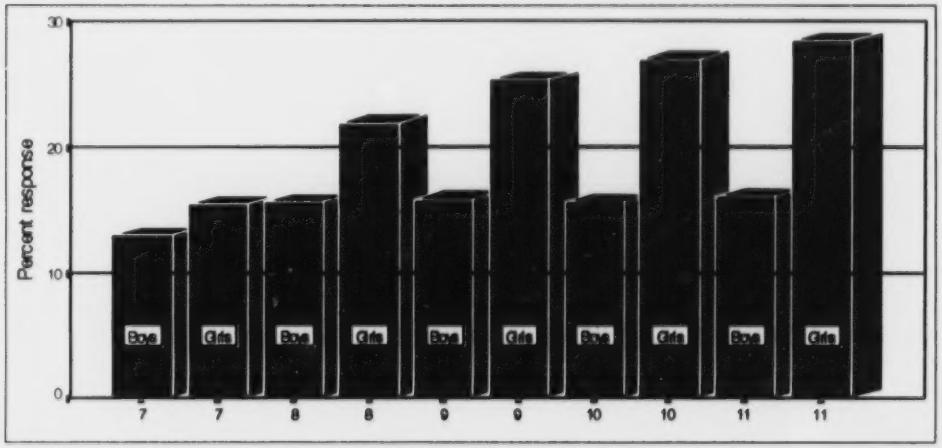
Commentary

1. In previous years (1985–1989) the question *Was the doctor a man or a woman?* was asked. The answers were consistent with practice data, showing that male GPs outnumbered female in the ratio of about 4 : 1, however the girls were more likely than the boys to see a female doctor.
2. We also discovered that
   (*a*) more girls were at ease if the doctor was female
   (*b*) more boys were at ease if the doctor was female.
3. Does gender therefore affect ease?
4. Clearly, 'ease' is also affected by the nature of the complaint, and whether pupils went on their own.

Question 19: [How many times did you clean your teeth yesterday?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	5.0	0.7	2.3	0.9	3.8	1.1	2.1	0.3	4.0	1.4
Once	17.8	10.6	15.2	9.9	16.6	9.7	16.2	8.4	18.5	9.2
Twice	64.0	73.1	66.7	67.3	63.7	63.8	66.0	64.2	61.3	60.9
3 times	12.2	14.4	13.9	19.5	14.2	22.9	13.9	24.0	13.5	24.9
4 times	1.0	1.3	1.9	2.5	1.8	2.5	1.8	3.1	2.6	3.6
Valid responses	583	613	9354	8937	3885	3871	7982	7572	2800	2606



Observations

1. High percentages (76–90%) are recorded for those cleaning their teeth *two or more times*.
2. The girls are more particular than the boys.
3. A small minority (mostly boys!) did not clean their teeth at all, the day before.

Commentary

1. How can the group of boys and girls who fall into the categories *none* and *once* be persuaded to clean their teeth at least twice daily as a matter of course?
2. Of those pupils reporting that they didn't clean their teeth yesterday, did they clean them the day before, or today? How long ago *did* they clean their teeth?

2.1 *The percentage of boys and girls that cleaned their teeth more than twice on the previous day.*

Question 19: Teeth cleaning and lifestyle

Percentage responses for Year 10 only

	NUMBER OF TIMES TEETH CLEANED YESTERDAY					
	Boys			Girls		
Smoked last week	*One*	*Two*	*Three*	*One*	*Two*	*Three*
No	78.1	78.8	76.2	75.0	74.6	69.1
Yes	21.9	21.2	23.8	25.0	25.4	30.9

2.2 *Year 10 boys' and girls' daily teeth-cleaning routine, broken down by their smoking level during the previous week.*

	NUMBER OF TIMES TEETH CLEANED YESTERDAY					
	Boys			Girls		
Went to disco	*One*	*Two*	*Three*	*One*	*Two*	*Three*
In the last 2 weeks	22.7	28.9	36.2	29.9	36.5	41.1
In the last month	19.1	24.5	24.8	20.4	25.8	26.5
In the last 6 months	52.0	43.1	35.9	46.9	36.0	31.0
Never been to one	6.2	3.5	3.1	2.9	1.7	1.3

2.3 *Year 10 boys' and girls' daily teeth-cleaning routine, broken down by the interval since their last visit to a disco or party.*

Cleaning teeth, smoking, and going to a disco

1. For both boys and girls smokers are more likely to clean their teeth more often.
2. Similarly, higher percentages of the more frequent teeth-cleaners have been to a disco within the last 2 weeks.
3. A link with higher attention of hygiene, appearance and 'sweet breath' in socially active boys and girls is expected, and too, to link attention to 'sweet breath' of smokers through cleaning may make sense. However, more frequent visitors to discos may include many of the smokers.

Question 20: On how many days since this time last week have you cleaned your teeth with dental floss?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	67.1	57.7	61.8	60.6	63.5	59.9	67.6	62.7	69.5	63.2
1–2 days	12.5	18.5	13.7	17.0	12.5	15.7	12.9	16.8	10.2	15.3
3–4 days	8.3	9.8	10.7	10.9	10.4	11.2	8.2	10.2	9.1	10.0
5–6 days	4.1	5.2	4.8	3.6	4.4	4.4	3.1	3.0	2.7	2.9
7 days	8.0	8.8	9.0	7.8	9.1	8.9	8.2	7.2	8.4	8.7
Valid responses	586	615	9377	8957	3896	3874	7993	7582	2808	2611

Observations

1. Dental floss is used by less than half of the boys and girls, even on a once-a-week basis.
2. Only about 8% of all boys and girls of all year groups use dental floss as part of their regular daily dental hygiene routine.

Commentary

1. Do the dental floss users use it correctly? It has been found to suggest that incorrect use can do more harm than good.

Question 28: How long ago did you last visit the dentist?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
In the past 7 days	10.8	11.7	10.1	10.9	9.9	11.4	7.9	8.8	8.3	7.7
In the past month	27.8	25.9	24.9	27.5	26.0	25.8	21.3	22.6	18.9	19.9
In the past 3 months	25.1	29.9	28.1	28.2	28.3	28.1	29.8	30.0	27.7	29.6
In the past 6 months	23.2	24.4	24.7	24.3	22.8	24.8	26.8	27.7	26.3	28.6
In the past year	7.9	6.3	6.5	5.2	5.7	5.3	6.9	5.9	6.6	7.6
More than a year ago	5.2	1.8	5.6	3.9	7.3	4.5	7.3	4.9	12.1	6.6
Valid responses	582	606	9276	8895	3867	3848	7952	7541	2783	2598

Observations

1. About 90% of all pupils responding had visited their dentist within the *last six months*.
2. There is little gender difference.

Commentary

1. It is recommended that a visit should be paid to the dentist every six months. There are some who don't achieve this.
2. What are the reasons for those who don't visit the dentist as often as they should?
3. The practice of 6-monthly visits should be made throughout life, therefore to establish a routine is of importance.

Question 29: [Treatment or advice given on last visit to the dentist]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Routine check-up	76.3	82.0	78.8	81.3	78.0	81.2	82.5	85.8	79.2	84.9
Fillings	19.8	13.8	16.3	15.1	20.0	19.5	17.0	16.0	24.0	22.5
Fissure sealing	3.1	4.2	3.7	4.0	5.0	5.9	3.6	3.7	4.9	6.2
Extractions	12.1	10.2	11.3	10.1	10.9	9.8	7.1	5.6	8.5	6.1
Scale and polish	17.7	18.9	20.8	19.8	22.4	22.0	22.8	22.6	26.7	28.2
Brace fitted or examined	9.0	10.9	11.4	17.2	12.1	16.3	13.4	16.6	8.8	9.9
Advice on brushing	22.4	21.6	26.8	20.7	26.0	19.9	22.7	16.7	25.1	17.6
Advice on 'flossing'	4.4	4.2	6.0	4.5	6.2	5.4	6.2	6.1	7.4	6.2
None of the above	6.5	4.2	4.4	2.6	4.4	2.3	3.1	1.7	4.0	2.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. Over three-quarters of the responses are for *check-ups*.
2. The boys report more *fillings*, *extractions* and *advice on brushing*.
3. More girls than boys have a *brace fitted or examined*.

Commentary

1. Should the boys be paying greater attention to their tooth care to prevent tooth decay?
2. The figures for *advice on flossing* range between 4–6%. Is there adequate information available to 'flossers' on the correct technique?
3. Dental researchers remind us that treatment and advice recalled by the patient may be different to that recorded by the dental practice.

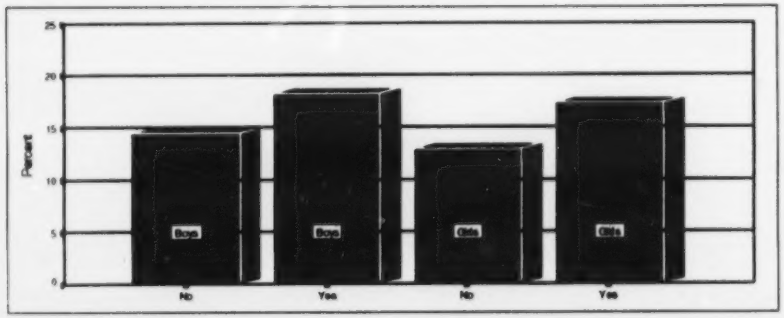
Filling links

1. The tables opposite show the percentage of the whole sample that had fillings on their last visit to the dentist, by . . .
   1. *Spent money on sweets?*
   2. *Number of times teeth cleaned yesterday.*
   3. *Add sugar to hot drinks?*
   4. *Eat sugar-coated cereals?*
   5. *Drink fizzy drinks?*
   6. *Time since last visit to the dentist.*

Filling links

Percentage responses

1



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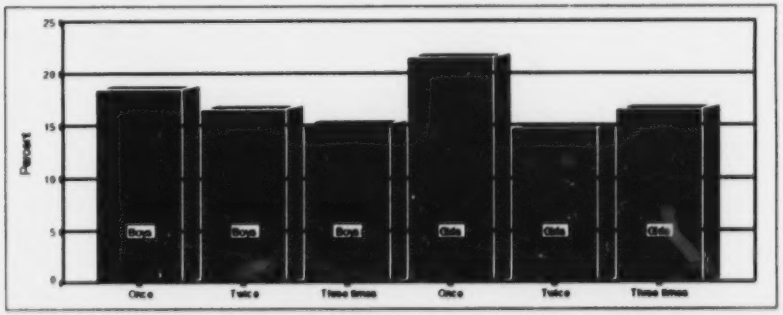

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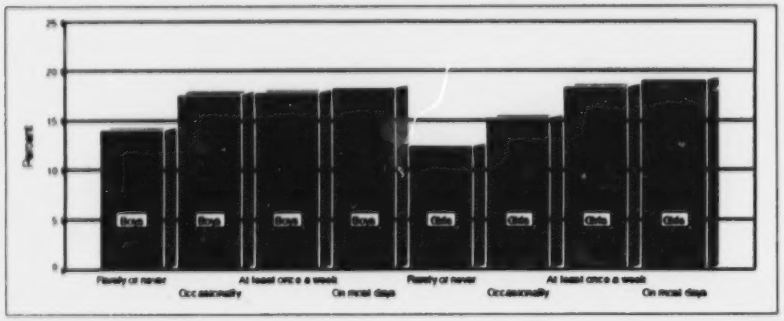

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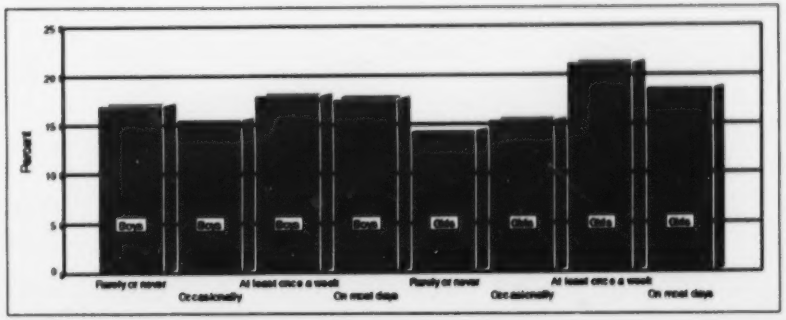

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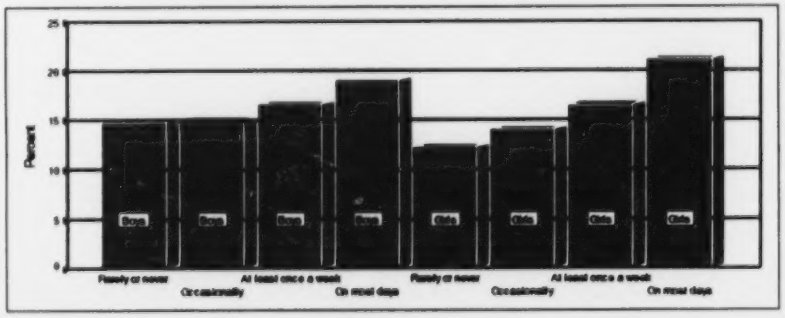

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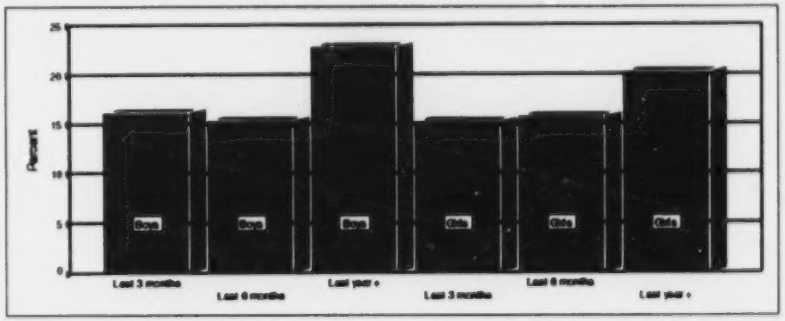

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Group 3: HEALTH & SAFETY

Question

18	How often do you wash your hands after visiting the lavatory?	34
21	[How many baths or showers have you had at home or elsewhere since this time last week?]	35
22	Since this time last week, on how many days have you taken remedies for any of the following complaints?	36
27	Do you have a night cough which disturbs your sleep?	37
23	During the last 7 days, on how many days have you used any of the following remedies or medications?	38
	The number of days on which a selection of remedies was used	39
26	When you run, do you 'wheeze' and have trouble breathing (not just feel out of breath)?	40
	The undiagnosed asthma sufferers?	41

Question 18: How often do you wash your hands after visiting the lavatory?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Never or almost never	3.1	0.8	2.4	0.8	2.5	0.8	2.5	0.9	3.2	1.0
Sometimes	32.5	20.3	27.4	19.2	26.8	18.7	26.1	17.5	24.6	18.2
Whenever possible	64.4	78.9	70.2	80.0	70.7	80.5	71.3	81.6	72.2	80.8
Valid responses	576	615	9298	8926	3855	3851	7965	7558	2792	2608

Observations

1. Girls are far more likely than boys to observe best hygiene practice.

Commentary

1. Sometimes, school toilets may (*a*) be uninviting or hostile, (*b*) have poor provision for washing, or (*c*) combine both (*a*) and (*b*).
2. Are young people sufficiently aware that washing hands after visiting the lavatory and before meals is vital to breaking the cycle of threadworm transmission?

Question 21: [How many baths or showers have you had at home or elsewhere since this time last week?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	0.7	0.3	0.4	0.2	0.4	0.2	0.4	0.2	0.6	0.3
One	5.3	3.4	2.7	1.8	2.2	1.4	1.5	1.0	1.6	0.9
Two	10.6	10.4	7.1	5.8	6.4	4.5	5.5	4.1	6.6	4.4
Three	16.2	14.2	12.2	11.2	11.8	10.4	11.1	8.7	12.6	11.0
Four	14.5	20.6	14.6	15.3	6.1	15.5	15.3	13.8	16.5	14.9
Five	14.7	16.5	14.1	14.8	12.9	15.1	13.6	14.4	13.5	15.1
Six	8.7	9.3	11.1	11.5	11.8	12.1	11.6	11.6	10.0	11.2
Seven	8.5	9.6	12.8	14.6	15.1	15.9	16.8	19.1	16.1	18.4
Eight or more	20.8	15.7	24.9	24.9	23.3	24.9	24.2	27.0	22.6	23.7
Valid responses	586	613	9350	8931	3886	3869	7978	7572	2802	2609

Observations

1. Almost all youngsters have had at least *one* bath or shower in the last week.
2. There is little change across the year groups, particularly between Years 8 and 11.

Commentary

1. Will water metering affect these figures in the future?
2. The figures are very similar to the 1993 results.

Question 22: Since this time last week, on how many days have you taken remedies for any of the following complaints?

Percentage responses for ONE DAY OR MORE

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Asthma	11.9	9.8	14.6	13.1	12.2	10.9	12.0	12.7	10.1	10.0
Colds, throat or 'flu	35.5	42.3	28.1	37.6	32.1	43.5	25.1	36.7	28.9	40.2
Diabetes	0.5	1.0	0.9	0.6	0.8	0.5	0.7	0.6	0.6	0.3
Epilepsy	0.5	0.3	1.0	0.7	0.8	0.4	0.9	0.7	0.5	0.8
Hay fever or allergies	8.5	8.9	9.6	11.4	5.9	8.0	6.8	10.1	4.0	6.7
Skin problems	9.2	15.1	11.7	21.2	13.1	21.6	14.5	22.6	13.5	23.0
None of the above	51.0	42.6	53.2	42.2	52.3	41.3	56.4	43.1	55.6	42.7
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. Percentages for those taking remedies are highest for *colds*, with noticeably more girls than boys feeling the need to relieve symptoms (we also note higher levels of prescriptions for antibiotics to girls on page 38).
2. More girls than boys take remedies for *skin problems*.
3. Over half of the girls took at least one of the remedies, and just under half of the boys.

Commentary

1. The question only seeks information for the past 7 days, and this will not reveal recognised sufferers of the complaints that did not use the remedies in this period.
2. The link between *asthma* medication and asthma symptoms is explored on page 41.

Question 27: Do you have a night cough which disturbs your sleep?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Never	60.0	45.6	66.2	52.3	67.7	52.1	72.5	56.0	72.1	56.4
Occasionally	30.7	43.8	27.1	38.2	26.0	38.6	23.4	36.0	23.4	36.5
Quite often	5.5	6.1	4.6	6.5	4.1	6.1	2.6	5.2	3.0	4.7
Very often	3.8	4.4	2.2	3.0	2.2	3.2	1.5	2.9	1.5	2.5
Valid responses	580	609	9233	8841	3851	3838	7906	7530	2770	2577

Observations

1. The figures suggest that the older age groups suffer less from this complaint.

Commentary

1. Between 5% and 10% of boys and girls report *quite often* and *very often* being disturbed. Is this asthma-related? Our crosstabulation of this question with asthma medication suggests not.
2. Alternatively is it related to atmospheric pollution? Our 1993 data (namely Scotland, the North, and the London Regional Health Authorities) shows no marked difference between these different parts of the country. An analysis by school catchment area (for example, rural/urban) might be revealing, and is possible within the database.

Question 23: During the last 7 days, on how many days have you used any of the following remedies or medications?

Percentage responses for ONE DAY OR MORE

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Iron tablets	3.6	2.1	4.8	4.6	4.6	6.0	4.2	7.1	4.9	7.4
Vitamin tablets	24.9	25.7	25.2	28.2	22.8	26.4	20.1	25.9	19.1	24.1
Antibiotics	5.5	5.4	5.8	7.6	5.9	10.0	6.3	9.5	7.5	11.5
Painkillers	24.1	36.4	30.7	44.8	31.9	50.5	32.8	56.6	29.7	56.2
Lotions or creams	17.6	40.2	21.9	49.2	19.6	49.3	22.6	50.6	19.9	49.1
Laxatives	0.5	1.1	1.0	1.2	0.9	1.2	1.0	1.3	1.1	2.1
Herbal or homeopathic	3.1	5.7	4.1	5.8	3.5	6.0	3.9	6.6	3.0	6.2
Other	6.0	5.0	3.4	3.7	3.7	3.5	2.9	3.8	3.3	4.0
None of the above	45.1	28.1	40.8	21.2	42.7	19.8	42.1	16.6	44.5	18.7
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *Painkillers* are the most commonly used remedy in this list.
2. Noticeably far more girls than boys take these remedies/medications, as the figures on the bottom line *none of the above* reveal.

Commentary

1. The finer detail of the use of *vitamins*, *painkillers* and *lotions/creams* is displayed on the page opposite.

The number of days on which a selection of remedies was used

Percentage responses

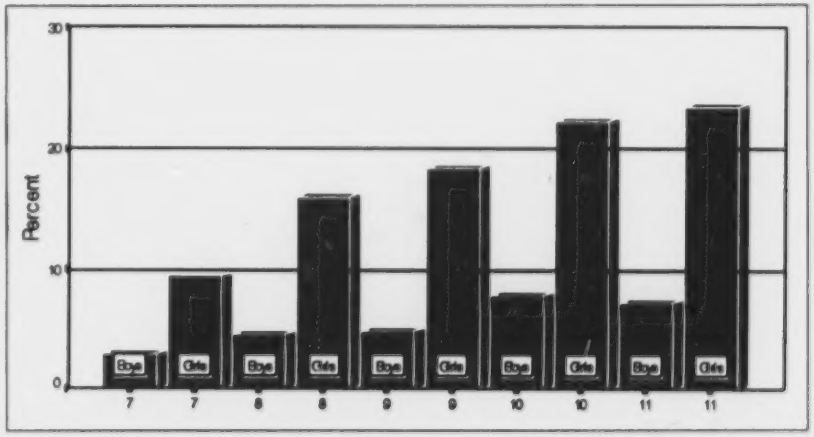
	Year 7		Year 8		Year 9		Year 10		Year 11	
	B	G	B	G	B	G	B	G	B	G
Vitamins										
None	75.0	74.2	74.7	71.8	77.1	73.5	79.8	74.1	80.8	75.9
1 day	7.4	8.7	6.1	5.8	5.0	5.0	3.7	3.7	3.0	3.5
2 days	4.1	2.3	3.6	3.8	3.0	3.6	2.6	3.1	2.3	2.4
3–6 days	5.7	5.5	6.0	7.4	6.6	6.6	5.4	6.2	4.9	5.8
Every day	7.9	9.3	9.6	11.3	8.5	11.1	8.5	12.9	9.0	12.5
Painkillers										
None	75.9	63.3	69.2	55.1	68.0	49.3	67.1	43.2	70.2	43.6
1 day	14.6	20.6	15.9	21.0	15.3	20.1	15.4	21.3	12.7	20.4
2 days	3.8	9.3	7.2	12.0	8.4	14.2	9.0	16.1	8.3	15.8
3–6 days	5.0	6.1	6.5	10.4	7.1	14.1	7.5	16.6	7.0	17.2
Every day	0.9	0.7	1.1	1.5	1.2	2.3	1.0	2.8	1.8	3.0
Lotions, creams										
None	82.4	59.6	78.0	50.7	80.3	50.6	77.4	49.3	80.1	50.8
1 day	7.2	15.4	7.6	11.0	7.0	10.0	5.5	8.3	4.5	6.9
2 days	2.9	5.1	3.9	7.8	3.2	7.0	3.4	6.3	3.3	6.3
3–6 days	4.6	10.5	5.8	14.6	4.6	14.0	5.8	13.9	4.9	12.4
Every day	2.9	9.5	4.6	16.0	4.9	18.3	7.9	22.3	7.3	23.5

3.1 *A breakdown of number of days in which medications were used.*

Frequency of use of medications

In this table, the bottom line *every day* response is of particular interest. Around 1 in 10 boys and girls take *vitamins* on a daily basis, with a suggestion that the percentage shows a small increase with age. Few take *painkillers* every day although nearly 20% of the Year 10 girls took them on at least 3 days.

The daily use of *lotions or creams* increases in older age groups and involves nearly a quarter of the oldest girls.



3.2 *A graphical representation of the use of lotions and creams every day.*

Question 26: When you run, do you 'wheeze' and have trouble breathing (not just feel out of breath)?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Never	40.8	33.0	41.9	31.6	42.7	33.5	46.3	33.1	51.0	36.5
Occasionally	39.4	40.1	38.4	43.4	39.3	43.9	39.2	44.7	35.4	44.7
Quite often	11.3	16.4	12.0	14.6	10.5	13.2	9.2	13.3	8.1	12.2
Very often	8.5	10.5	7.6	10.4	7.5	9.5	5.4	8.8	5.5	6.6
Valid responses	576	609	9269	8869	3843	3840	7926	7533	2784	2597

Observations

1. The histogram opposite, in which the 'often' categories (*Quite often* and *Very often*) are combined, shows up to one-quarter of the girls' groups identifying the problem.

Commentary

1. The question was designed and included in the survey several years ago. Its purpose is to discover possible asthma symptoms, which it clearly does, as shown on the opposite page.
2. The percentages shown are smaller in the older age groups. Is this linked to:

   (*a*) A possible recovery and improvement amongst asthmatics as they get older?

   (*b*) Less running and vigorous activity in the older groups (see pages 114–119)?

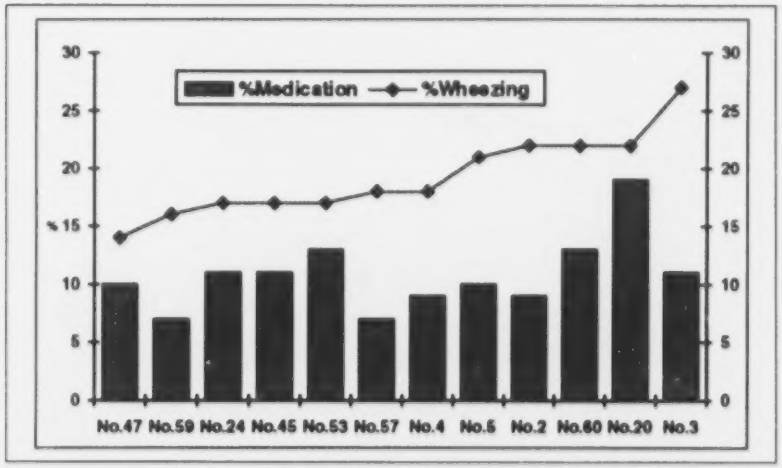
   (*c*) Greater understanding amongst older pupils about what is 'wheezing' and what is just unfit breathlessness?

The undiagnosed asthma sufferers?

Percentage responses

	NEVER WHEEZE, OR ONLY OCCASIONALLY		QUITE OFTEN OR VERY OFTEN WHEEZE	
	Boys	*Girls*	*Boys*	*Girls*
No medication	92.9	95.5	59.3	61.8
Asthma medication	7.1	4.5	40.7	38.2
Number in category	20197	18032	4151	5395

3.3 *Percentages of 'wheezers' that take medication.*



3.4 *Differences between levels of wheezing and levels of asthma medication in 12 schools.*

The undiagnosed asthma sufferers?

Doctors and school nurses are aware that many young asthma sufferers or potential sufferers have not been identified.

Question 26 (opposite) was included in order to detect asthma symptoms. The adjacent table indicates the percentage of 'wheezers' in the entire sample that are not taking asthma medication — 59.3% of the boys and 61.8% of the girls. Not all of this wheezing may be symptomatic of asthma, but almost certainly some of it is.

In the case of results from one District Health Authority we were prompted to examine differences between levels of wheezing and levels of asthma medication in different schools. From the graph, the levels of medication in each school population can be seen and the difference between this and the level of reported symptoms.

As a prompt for attention to intervention strategy this could be useful. The highest levels of wheezing do not correspond to the highest levels of medication.

For more information, readers are referred to *Asthma in the Classroom* (Schools Health Education Unit, 1994).

Group 4: FAMILY, HOME, AND NEIGHBOURHOOD

Question		
4	Which parents do you live with?	44
7	[Ethnic group — which of the following most nearly describes you?]	45
8a	[How long did you spend watching television after school yesterday?]	46
8b	[How long did you spend doing homework after school yesterday?]	47
9	[Time spent on activities after school]	48
	Selected activities: reading, music, pets, drawing	49
54	Does anyone in your family at home take any of these newspapers regularly?	50
	Newspaper readership group and related behaviours	51
72 & 73	[Life after leaving school]	52–5
74	On leaving school, which of the following do you think may reduce the chance of you getting a job you would like?	56–7
75	Where do you live?	58
76	For how long have you personally lived at your present address?	59
77	How do you rate the following in the area where you live?	60
78	How do you rate your school with regard to hygiene, safety and recreation?	61

Question 4: Which parents do you live with?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother & father	72.3	72.9	73.8	72.3	71.1	71.3	74.2	71.7	71.8	71.3
Mother only	12.7	15.2	12.3	13.0	13.6	13.9	11.2	12.6	13.0	14.0
Father only	2.1	1.6	2.3	1.6	2.3	1.8	2.6	2.3	3.0	2.2
Mother & stepfather	8.9	7.7	8.7	10.3	9.3	10.0	8.6	10.0	8.0	8.7
Father & stepmother	1.2	1.3	1.3	1.1	1.6	1.2	1.5	1.5	1.6	1.2
Foster parents	0.2	0.2	0.3	0.3	0.5	0.4	0.5	0.6	0.4	0.6
Other	2.6	1.1	1.4	1.4	1.6	1.4	1.4	1.3	2.1	2.0
Valid responses	582	613	9340	8936	3870	3865	7973	7570	2798	2601

Observations

1. Nearly three-quarters of all the young people in this sample live with *mother & father*. About 15% live in single-parent families.

Commentary

1. Counts of single-parent families become possible from this table, as do counts of remarriages or subsequent partnerships.
2. Figures for this question from surveys carried out in previous years are perhaps slightly higher for *mother & father*.

Question 7: [Ethnic group — which of the following most nearly describes you?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Black Caribbean	0.2	0.2	1.2	1.0	0.8	0.5	1.3	1.1	1.1	0.6
African	0.7	0.3	0.8	0.5	0.1	0.3	0.4	0.3	0.5	0.4
UK or European	96.2	96.6	92.9	93.9	91.1	91.8	94.1	93.9	88.5	88.8
Asian	1.2	1.3	2.5	2.1	6.2	5.5	2.1	2.6	8.1	7.9
Chinese	0.2	0.3	0.4	0.5	0.4	0.4	0.6	0.5	0.3	0.7
Mixed or other	1.5	1.3	2.2	1.9	1.4	1.5	1.5	1.6	1.5	1.5
Valid responses	582	612	9314	8916	3880	3855	7964	7549	2791	2603

Observations

1. There is some variation in the proportions between year groups, for example the enhanced presence of Asian children in Years 9 and 11.

Commentary

1. The most numerous surveys involve samples from Year 8 and Year 10 drawn from the same population. Hence the large samples in these age groups, and the similar percentages for the ethnic mix within them.

Question 8a: [How long did you spend watching television after school yesterday?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Not at all	14.2	12.5	9.7	8.6	9.7	8.0	8.4	8.1	10.2	7.0
Up to 1 hour	25.0	35.6	24.6	25.7	23.1	24.7	22.9	25.3	21.1	25.2
Up to 2 hours	25.6	25.2	27.4	30.5	28.3	29.9	28.5	30.5	29.3	31.6
Up to 3 hours	15.9	12.7	18.3	19.2	18.1	19.9	20.5	20.9	20.5	19.4
More than 3 hours	19.3	14.0	20.0	15.9	20.8	17.5	19.8	15.2	18.8	16.8
Valid responses	579	607	9299	8915	3871	3849	7957	7552	2792	2602

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	2.0	2.1	2.2	2.2	2.2
Girls	1.8	2.1	2.1	2.1	2.1

4.1 *The average number of hours spent watching live or recorded television programmes after school on the previous evening.*

Observations

1. About 20% of the oldest group watched over three hours of television on the previous evening.
2. Table 4.1 shows little increase in the average time spent watching television by children as they progress from Year 7 to Year 11.

Commentary

1. The majority of young people watched some television yesterday, but what were they watching?

Question 8b: [How long did you spend doing homework after school yesterday?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
Not at all	40.8	33.3	30.8	23.9	33.4	24.9	31.8	22.6	37.4	24.4
Up to 1 hour	44.9	48.2	47.9	45.3	47.7	45.8	39.4	37.1	34.8	34.5
Up to 2 hours	12.2	15.2	16.6	22.5	14.7	21.9	21.0	26.1	19.4	24.0
Up to 3 hours	0.7	2.0	3.5	6.2	3.1	5.7	5.6	9.8	5.5	11.6
More than 3 hours	1.4	1.3	1.2	2.1	1.2	1.8	2.2	4.4	2.8	5.5
Valid responses	574	604	9244	8881	3840	3830	7930	7534	2778	2595

	Year 7	Year 8	Year 9	Year 10	Year 11
Boys	0.8	1.0	0.9	1.1	1.0
Girls	0.9	1.2	1.1	1.4	1.4

4.2 *The average number of hours spent doing homework after school on the previous evening.*

Observations

1. Girls spend longer doing their homework than the boys do.
2. Boys and girls spend more time doing their homework in the older age groups.
3. More boys than girls spend *no time at all* on homework.

Commentary

1. Are the boys more efficient with their time? Do they do their homework at school thus leaving their evenings free for other activities?
2. When the boys spend time on their homework do they do it more quickly than the girls but with care and accuracy, or is it rushed and more likely to be of poor quality?
3. The high proportion of young people doing no homework at all in their GCSE year is sometimes commented on.

Question 9: [Time spent on activities after school]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Watched TV	85.8	87.5	90.3	91.4	90.3	92.0	91.6	91.9	89.8	93.0
Homework	59.2	66.7	69.2	76.1	66.6	75.1	68.2	77.4	62.6	75.6
Watched video	15.7	8.5	13.5	9.9	15.6	11.2	14.3	9.8	14.1	11.1
Listened to music	46.8	56.9	56.7	68.8	60.5	77.4	72.4	82.1	74.2	81.8
Met friends	44.7	35.1	51.4	42.9	54.5	47.9	57.2	48.2	56.9	46.8
Used computer	51.7	23.4	51.7	21.9	57.3	22.1	49.1	15.3	43.9	12.2
Drew for pleasure	28.7	27.2	24.5	20.3	21.2	17.3	15.1	12.7	13.5	9.6
Wrote for pleasure	9.7	20.5	8.5	17.7	7.0	16.1	5.0	14.0	5.0	12.7
Read a book	40.8	53.2	32.4	47.5	27.6	41.4	23.8	35.3	20.9	31.0
Read magazines	42.7	40.5	46.5	53.4	46.0	55.2	48.4	53.1	42.8	49.0
Cared for pets	55.5	67.6	53.7	62.0	46.4	54.0	44.3	53.4	37.7	44.4
Scouts, guides, choir, etc.	8.5	9.6	9.1	9.5	6.8	7.0	5.9	5.3	4.4	3.9
Played instrument	16.7	23.1	13.3	19.3	11.8	15.1	12.2	12.7	10.3	10.3
None of the above	0.7	0.5	0.4	0.1	0.4	0.2	0.2	0.2	0.6	0.1
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

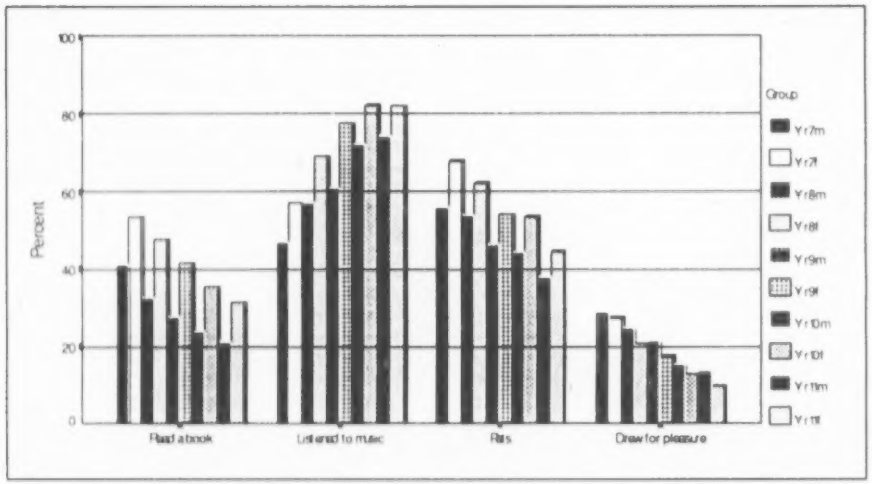
1. More boys than girls *watched a video*.
2. *Listening to music* is popular with boys and girls but with slightly higher percentages for the girls. Both increase with age.
3. Twice as many boys than girls report *using a computer*.
4. The numbers for those *playing an instrument* drops for both sexes with more girls than boys playing in Years 7, 8 and 9, but equalling in Years 10 and 11.

Commentary

1. Although *television* is popular with many youngsters they are also involved in other activities. Some activities may take place whilst watching TV while others do not.
2. The deeper analysis of this section of the data, and its connection with all the other lifestyle measurements available in the survey, should be explored.
3. There may be slight mismatches between the proportions noted here and those on previous pages: the percentages here are of the whole sample, including cases for which data may be missing. For example, the effective total of Year 7 boys is 574 on the previous page and 586 here.

Selected activities: reading, music, pets, drawing

Percentage responses



4.3 *The percentage of young people that spent some time on these four activities after school on the previous evening.*

Four 'trendy' activities

1. In these histograms the darker tints represent the boys and the lighter tints represent the girls.
2. We have selected four of the 13 activities for display, although all are of interest.
3. Three of these activites have a castellated or 'toothed' appearance, while the fourth is smoother. The castellated outline results from more girls than boys being involved.
4. *Read a book*. More girls than boys are involved, and the activity declines with increasing age.
5. *Listened to music*. More girls than boys are involved, and the activity increases with increasing age.
6. Spent time *caring for pets*. More girls than boys are involved, and the interest declines with increasing age. The percentages are substantial, and this dimension of a young person's life must not be under-estimated.
7. *Drawing for pleasure*. This activity, more popular with boys than girls, declines with increasing age. Around 1 in 5 young people are involved.

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Question 54: Does anyone in your family at home take any of these newspapers regularly?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Daily Express	9.9	12.1	9.8	9.7	9.1	9.5	9.8	9.1	9.1	8.8
Daily Mail	17.0	17.5	15.5	16.0	10.9	13.3	15.9	15.6	10.7	12.5
Daily Telegraph	7.1	7.3	8.3	8.3	4.9	5.6	8.1	7.1	5.0	5.7
The Star	4.9	6.6	10.6	10.7	10.3	10.4	9.3	9.6	9.6	10.6
Today	6.3	6.3	7.0	6.9	5.0	5.9	5.7	6.4	4.5	5.0
The Scotsman (S)	0.3	0.5	0.2	0.2	0.8	0.7	0.3	0.2	0.7	0.5
Daily Record (S)	7.5	6.8	1.1	1.0	15.2	14.3	1.0	0.7	18.9	20.4
The Guardian	4.0	3.0	6.1	6.3	6.9	7.6	5.4	6.9	7.8	7.3
Daily Mirror	27.1	30.2	30.7	31.3	27.5	28.0	27.6	28.8	24.6	24.0
The Times	9.4	12.4	10.5	11.1	10.9	12.1	9.0	9.5	10.5	12.0
The Sun	40.6	38.3	37.3	36.6	37.5	37.1	37.3	38.1	35.5	34.2
The Independent	4.2	2.8	5.2	5.4	4.3	5.4	5.0	5.8	5.4	5.5
Daily Express (S)	3.8	2.8	2.2	1.9	2.6	2.4	1.1	1.0	2.2	1.7
Glasgow Herald (S)	2.6	1.5	0.3	0.3	4.2	3.5	0.3	0.2	4.8	5.4
No national daily paper	25.2	24.5	22.5	23.0	21.7	22.2	22.7	22.4	20.7	20.8
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *The Sun* is the most popular regular newspaper, with *The Daily Mirror* second, and the *Daily Mail* third.
2. Almost one-quarter record having *no national paper* on a regular basis.

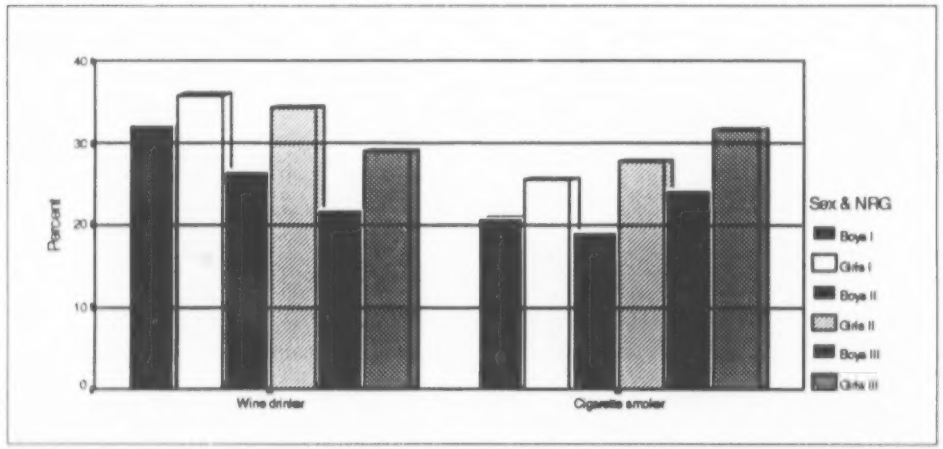
Commentary

1. The 'popular' newspapers are preferred. Is this for easy reading? Competitions? Sport? Scandal?
2. As we discovered in our report on the 142 surveys carried out in 1991, this variable is regionally sensitive. It comes as no surprise, therefore, to find high percentages connected with the *Daily Record* (Scotland) in the year groups 9 and 11 where the percentage composition of the sample of Scottish boys and girls is also high (see page xxiii).
3. Since the column totals exceed 100% some households must have more than one newspaper, which may be of different category.

Newspaper readership group and related behaviours

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
1 (Times, Telegraph, Guardian, Independent, Glasgow Herald, The Scotsman)	**28.1**	**28.4**	**29.6**	**30.4**	**31.3**	**33.9**	**27.1**	**27.7**	**32.8**	**34.8**
2 (Mail, Express, Today, Daily Record, Scottish Express)	**29.5**	**31.9**	**27.1**	**27.8**	**21.2**	**23.1**	**26.4**	**26.6**	**19.4**	**21.3**
3 (Mirror, Star, Sun)	**42.5**	**39.6**	**43.2**	**41.7**	**47.6**	**43.0**	**46.5**	**45.7**	**47.8**	**43.9**
Valid responses	431	457	7023	6778	2965	2965	6081	5837	2195	2050



4.4 *The percentage of young people that reported (a) drinking wine and (b) smoking cigarettes during the previous 7 days, broken down into family newspaper readership group.*

Newspapers and social grouping

1. The newspapers are grouped in this way because (*a*) there are differences in patterns of behaviour between young people from the three groups and (*b*) newspapers are read with different frequencies between the different social classes (Tunstall, 1982, see page xxxiii).
2. This table allows comparison with our other published work.
3. We know that newspaper readership is strongly dependent upon region (see opposite).

'Drinking wine while they read The Times'

1. It may not be surprising to find more smokers among households that take tabloid newspapers, but our discovery some years ago that young people from 'group 1' households are more likely to drink wine is still supported by these current figures (histogram 4.4).

Questions 72 & 73: [Life after leaving school]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Want to/Able to	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Have a worthwhile career	**65.0**	**65.9**	**70.6**	**71.8**	**73.9**	**75.8**	**79.2**	**79.6**	**72.9**	**74.9**
	38.6	30.9	39.7	35.1	43.1	39.3	46.1	41.4	46.7	42.0
Continue in education	**41.3**	**48.0**	**42.0**	**51.2**	**41.5**	**53.9**	**45.8**	**58.0**	**50.8**	**63.1**
	33.6	37.4	35.2	39.7	36.6	44.4	44.8	52.4	50.1	60.3
Find a job	**39.8**	**35.0**	**36.7**	**29.4**	**36.3**	**26.3**	**31.9**	**23.8**	**29.2**	**19.5**
	29.0	19.3	24.4	17.0	23.0	14.1	22.4	14.4	23.6	14.3
Train for skilled job	**59.2**	**56.6**	**58.2**	**56.9**	**60.8**	**58.0**	**56.2**	**51.7**	**44.4**	**41.7**
	42.3	30.4	39.9	35.7	42.4	37.7	41.9	36.6	39.6	35.9
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

The young people were asked to consider each item in the checklist (continued overleaf) and to state whether or not (*a*) it was what they wanted to do, and (*b*) they thought they would be able to do it. The table lists *Yes* responses.

Observations

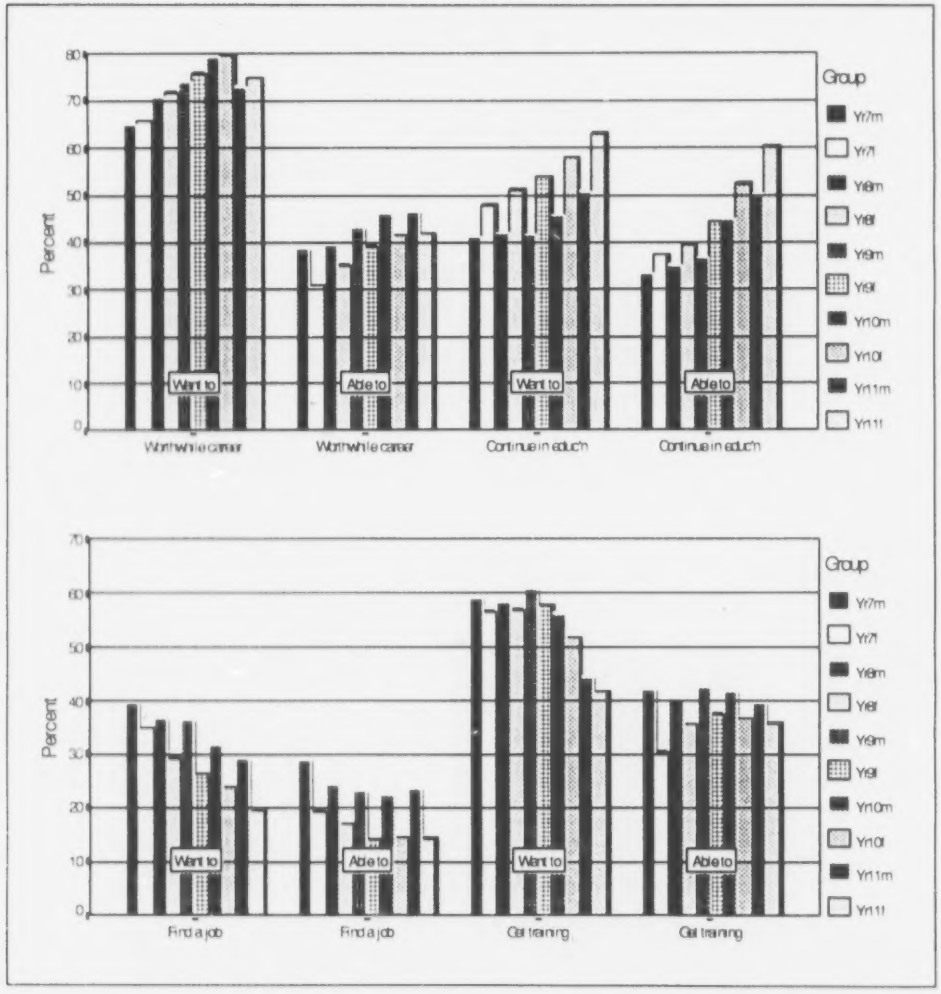
1. For all these items, more young people want to do them than think they will be able to do them.
2. The percentage wanting to *have a worthwhile career* or to *continue in education* increases with age, but so does the percentage that doubt if they will be able to.
3. There is a fall in the percentage wanting to *find a job*, or to *train for a skilled job*, with increasing age.

Commentary

1. Questions 72 and 73 were largely prompted and developed by Health Care teams in Newcastle, in consultation with Departments of Public Health involved in City Challenge initiatives in Liverpool, Wolverhampton and London. They had the view that young people's beliefs in their own prospects, and their attitude to their home environment, were potentially important factors influencing their health-related behaviour and attitudes.
2. Clearly, young people anticipate possible disappointment over their future prospects; we do not know if the 50% of Year 11 boys that say they

Questions 72 & 73: [Life after leaving school]

Percentage responses



will be able to take up further education are the same 50% that *want* to continue to study, but clearly the match is very close.

4.5 *The percentage of young people that reported (a) wanting to and (b) feeling they would be able to. . .*

Have a worthwhile career
Continue in full-time education
Find a job
Train for a skilled job

Questions 72 & 73: [Life after leaving school]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Want to/Able to	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Set up own home	**32.6**	**34.0**	**36.5**	**31.6**	**35.9**	**34.2**	**36.9**	**33.7**	**28.7**	**28.9**
	27.8	25.9	26.9	22.4	25.8	21.7	24.0	22.2	18.7	18.3
Start a family	**42.8**	**33.5**	**41.4**	**26.1**	**36.2**	**22.1**	**30.9**	**18.4**	**21.9**	**13.9**
	34.5	26.3	32.6	21.3	31.7	19.9	26.7	18.7	22.6	17.3
Stay in neighbourhood	**25.8**	**23.6**	**20.3**	**20.1**	**23.5**	**19.5**	**22.7**	**20.6**	**30.8**	**26.2**
	21.5	22.6	25.9	27.4	28.6	27.4	34.0	35.5	42.4	42.0
Stay in current town	**30.5**	**29.8**	**30.2**	**31.5**	**34.3**	**31.4**	**33.5**	**31.1**	**42.1**	**39.6**
	26.3	28.5	31.3	33.9	34.9	34.4	38.8	41.5	47.2	49.5
None of the above	**12.1**	**7.2**	**11.6**	**7.9**	**10.1**	**7.6**	**5.7**	**3.7**	**7.1**	**5.1**
	25.8	25.9	25.0	23.2	23.3	22.0	17.8	15.4	16.4	12.8
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

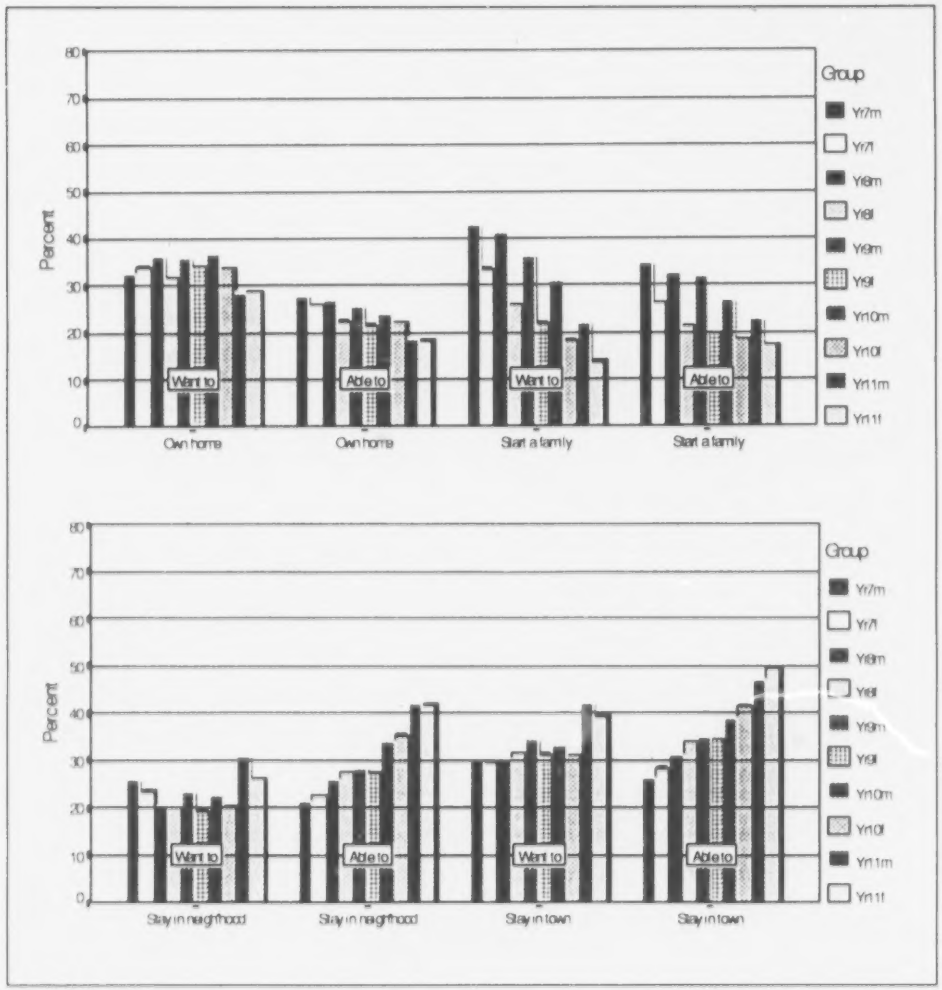
1. Up to GCSE age, the percentage of young people wanting to remain in their *neighbourhood* or *town* shows little change. In Year 11, however, it rises noticeably.
2. Unlike most of the items, more young people think they will be able to stay in the *neighbourhood* or *town* than actually want to.
3. The percentage of boys and girls wanting to *start a family* drops by half between Years 7 and 11.

Commentary

1. The diminishing desire to *start a family* as adulthood approaches seems to reflect the current tendency towards later marriages.

Questions 72 & 73: [Life after leaving school]

Percentage responses



4.6 *The percentage of young people that reported (a) wanting to and (b) feeling they would be able to. . .*

Set up their own home
Start a family
Stay in the same neighbourhood
Stay in the same town

Question 74: On leaving school, which of the following do you think may reduce the chance of you getting a job you would like?

Percentage responding YES

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Few jobs available	44.7	41.3	51.5	51.5	53.9	56.2	64.6	66.9	63.9	66.9
Lack of qualifications	16.0	12.8	17.6	16.0	21.0	17.5	20.7	20.5	22.0	23.9
Lack of experience	16.7	13.5	21.2	18.7	25.9	21.9	29.6	28.4	33.7	30.3
Ethnic discrimination	5.3	2.3	5.9	3.7	6.0	3.8	4.2	3.3	5.2	3.8
Sex discrimination	5.1	7.2	4.9	11.3	4.6	11.5	3.2	11.1	3.5	10.6
Neighbourhood descrimination	4.3	2.8	5.1	4.2	5.1	4.7	4.0	3.0	4.2	3.6
Becoming a parent	15.2	16.9	15.0	17.7	13.3	17.5	11.3	16.2	9.9	14.7
Family pressure	11.8	8.6	10.6	8.5	9.2	8.5	7.3	8.0	7.6	9.7
Unwilling to move away	13.3	10.6	12.7	11.2	13.7	10.5	12.1	9.8	12.7	11.6
Trouble with police	8.5	4.1	11.1	6.6	13.0	7.3	12.3	8.1	12.8	6.6
Other reason	2.7	1.1	1.4	1.5	2.1	1.3	1.8	1.5	2.0	1.5
None of the above	35.7	41.1	31.7	30.4	29.3	26.1	22.0	19.0	21.6	17.8
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

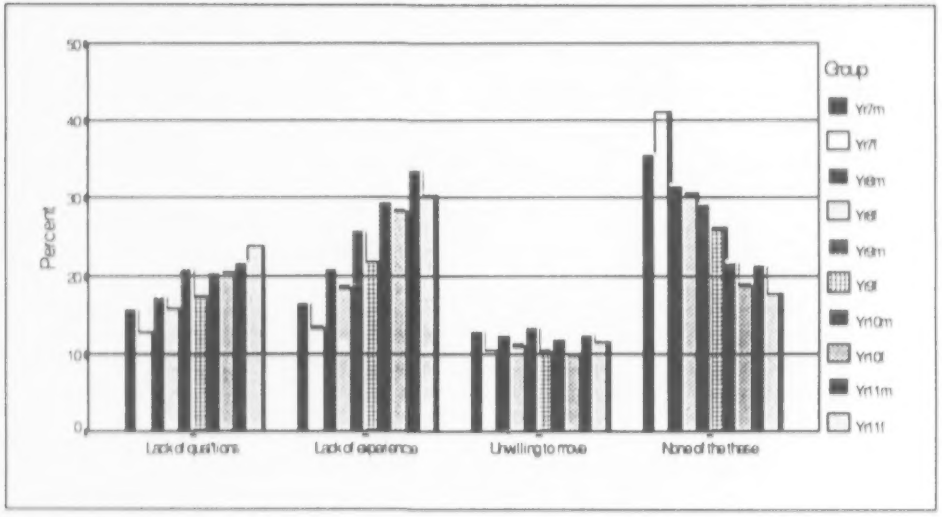
1. The first three reasons in the list are the ones most likely to be chosen by the young people, and they all become more powerful with increasing age.
2. Some reasons change little among the year groups: these include *ethnic, sex,* and *neighbourhood* discrimination, and *unwillingness to move away*.

Commentary

1. The bottom line (*None of the above*) represents the percentage of young people that see no obstacle to getting the job they want. The fact that it is reducing with increasing age suggests decreasing optimism.

Question 74: On leaving school, which of the following do you think may reduce the chance of you getting a job you would like?

Percentage responding YES



4.7 *This histogram presents the data for four items in the table opposite.*

Decreasing optimism

1. Histogram 4.7 shows three different 'trends' in the figures opposite.
2. In most cases the boys' responses are higher than the girls', indicating that more of them perceive the reason as a significant obstacle to getting the job they would like.
3. The rising importance to the older age groups of *lack of qualifications* is exceeded by *lack of experience*. Does this reflect a 'catch-22' situation, where the youngsters feel that they cannot get into the work they want because they lack work experience?
4. The steady percentage for *unwilling to move away* has already been remarked.
5. The declining levels for *none of these reasons*, and the levelling-out between Years 10 and 11, does suggest that a 'bedrock' of residual optimism is being reached.

Question 75: Where do you live?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Centre of large town	5.8	4.6	18.3	18.8	17.6	16.9	14.0	13.9	20.5	22.4
Suburbs of large town	8.3	6.2	18.1	14.2	15.6	13.3	18.2	16.4	22.9	18.0
Centre of small town	17.5	18.0	14.4	15.5	16.6	19.6	17.7	19.1	12.7	17.5
Suburbs of small town	26.3	26.7	16.1	16.5	19.7	17.4	17.2	17.1	17.5	12.8
In a village	22.7	29.3	25.5	27.2	22.6	23.9	26.0	26.6	19.6	20.5
Outside a town or village	19.4	15.2	7.6	7.8	7.9	9.0	6.8	6.9	6.8	8.7
Valid responses	532	566	8414	8219	3474	3516	7561	7257	2580	2438

Observations

1. After the characteristic smooth changes between the values for adjacent year groups in most of the tables in this book, the reader will notice unfamiliar ups and downs.

Commentary

1. These variations between the years reflects the different parts of the UK involved in the surveys for the years. This distribution is indicated in the Introduction on page xxii.

Question 76: For how long have you personally lived at your present address?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
2 years or less	20.4	18.6	14.6	16.0	14.2	16.4	13.0	13.8	11.9	13.4
3 or 4 years	11.2	14.3	12.6	11.2	12.1	12.2	9.6	10.4	12.0	11.6
5 or 6 years	17.9	15.4	14.2	13.2	13.6	13.3	12.3	11.5	12.9	12.5
7 or 8 years	13.3	9.4	12.0	12.5	12.3	12.6	13.0	12.8	12.2	12.1
9 or more years	37.2	42.4	46.6	47.0	47.9	45.6	52.1	51.5	51.0	50.3
Valid responses	525	566	8291	8180	3434	3529	7536	7301	2559	2449

Observations

1. The *9 or more years* category is the one most often selected.

Commentary

1. This is a highly local factor: some schools may have a very high turnover of pupils during any year.

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Question 77: How do you rate the following in the area where you live?

Percentage responding ADEQUATE, GOOD or VERY GOOD

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Housing	82.9	87.5	83.3	86.9	82.9	85.3	90.3	92.0	85.7	87.4
Other buildings	80.4	84.4	78.6	82.8	79.1	81.3	86.2	87.7	82.1	82.4
Parks and play areas	59.9	51.9	55.2	54.3	51.2	48.5	60.0	57.6	56.9	54.1
Leisure centres, swimming	61.8	64.6	62.5	64.4	59.3	60.1	63.9	65.0	59.2	59.6
Street cleaning	57.5	56.7	57.8	57.4	59.5	59.3	68.3	65.9	66.6	66.6
Road safety	66.4	67.0	62.8	63.7	63.8	63.5	69.7	67.0	67.5	66.8
Safety going out after dark	61.4	55.3	54.5	49.8	57.6	50.4	64.1	53.0	60.5	51.9
Safety going out during day	81.2	81.0	78.9	79.5	79.0	80.0	86.8	86.5	81.7	83.3
None of the above	12.3	9.1	12.8	9.3	12.8	10.1	6.2	4.3	9.6	7.0
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The high percentage values in this table suggest overall approval for these environmental factors, varying little across the age groups.
2. However, regarding *safety after dark*, it does follow that almost half the girls consider this to be poor or very poor (see Appendix).

Commentary

1. The 'bottom line'. The *none of the above* category represents the respondents that found all of these factors to be poor or very poor. A search of the database to explore the lifestyles of this noticeable minority could prove useful, albeit potentially very depressing.

Question 78: How do you rate your school with regard to hygiene, safety and recreation?

Percentage responding ADEQUATE, GOOD or VERY GOOD

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Hygiene in school	76.6	83.4	72.8	75.5	71.2	75.2	74.4	74.3	70.5	74.8
Safety in school	81.6	88.0	76.8	82.0	74.5	81.0	79.9	84.5	75.3	82.2
Time for recreation in school	73.0	81.5	68.5	73.6	65.5	71.6	65.6	70.3	61.3	70.3
None of the above	14.5	10.1	17.6	13.3	19.0	13.5	14.1	9.9	18.7	12.7
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The majority of young people consider their school environment to be at least adequate on each count.

Commentary

1. The 'bottom line' again. As with the preceding data, a trawl for more information on those displeased with all three aspects of their school environment is possible. Significantly more boys than girls feel this way.

Group 5: DRUGS

Question

37	How many cigarettes have you smoked during the last 7 days?	64–5
	Young people's smoking trends	66–8
38	[Smoking behaviour: which statement describes you best?]	69
39	[Attitude to smoking: which statement describes you best?]	70
	What is a smoker?	71
40	Do any of these people smoke on most days?	72
	Young smokers and their mentors	73
41	How many people smoke on most days in your home?	74
55a	[During the last 7 days, how many pints of canned shandy have you drunk?]	75
55a	[During the last 7 days, how many pints of mixed shandy have you drunk?]	76
55a	[During the last 7 days, how many pints of beer or lager have you drunk?]	77
55a	[During the last 7 days, how many pints of low-alcohol beer or lager have you drunk?]	78
55a	[During the last 7 days, how many pints of cider have you drunk?]	79
55a	[During the last 7 days, how many glasses of wine have you drunk?]	80
55a	[During the last 7 days, how many glasses of low-alcohol wine have you drunk?]	81
55a	[During the last 7 days, how many pints of fortified wine have you drunk?]	82
55a	[During the last 7 days, how many measures of spirits have you drunk?]	83
55a	[Total number of units of alcohol consumed in last 7 days]	84–5
56	During the last 7 days, on how many days did you drink alcohol?	86
57	Have you bought alcoholic drink at any of these places during the last 7 days?	87
58	Have you drunk alcoholic drink at any of these places during the last 7 days?	88
59	If you ever drink alcohol at home, do your parents know?	89
60	What do you know about these drugs?	90
61	[Has anyone ever offered or encouraged you to try any of these drugs?]	91
62	[Have you ever taken any of these drugs?]	92
	Special attention to cannabis	93
63	[Do you know anyone who you think takes any of these drugs?]	94
63	[If you know anyone who you think takes drugs, what do they use?]	95

Question 37: How many cigarettes have you smoked during the last 7 days?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	96.4	97.9	92.9	90.8	88.1	82.1	78.0	73.0	74.7	71.7
1–10 cigarettes	2.9	2.1	4.9	6.2	5.3	9.0	8.0	104	7.1	6.7
11–15 cigarettes	0.2	0.0	0.4	0.5	0.8	1.2	1.2	1.6	1.1	1.7
16–25 cigarettes	0.2	0.0	0.7	1.0	1.4	2.2	2.8	3.9	2.8	3.6
26–35 cigarettes	0.2	0.0	0.4	0.6	1.0	1.5	2.0	2.9	1.8	2.7
36–45 cigarettes	0.0	0.0	0.2	0.4	0.8	1.7	2.1	2.5	1.9	3.4
46–55 cigarettes	0.0	0.0	0.2	0.1	0.5	0.7	1.3	1.6	2.1	2.6
56–65 cigarettes	0.0	0.0	0.1	0.2	0.5	0.3	1.1	1.0	1.8	1.9
65+ cigarettes	0.2	0.0	0.3	0.3	1.5	1.3	3.5	3.2	6.7	5.8
Percentage of 'smokers'	*3.6*	*2.1*	*7.1*	*9.2*	*11.9*	*17.9*	*22.0*	*27.0*	*25.3*	*28.3*
Valid responses	581	613	9282	8894	3856	3853	7917	7534	2764	2589

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	10.3	13.8	25.8	31.2	39.4
Girls	3.1	13.8	21.4	27.8	38.0

5.1 *The average number of cigarettes smoked during the last 7 days, derived from the table above.*

Observations

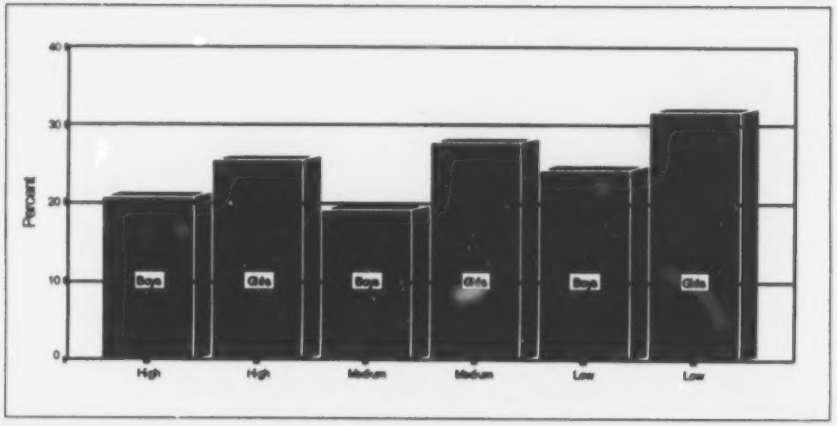
1. It appears that although fewer boys than girls smoke in the older groups, there are as many heavy smokers amongst both sexes.

Commentary

1. We calculate that the Year 10 sample of 7534 girls included 2034 that smoked, and between them the smokers inhaled the smoke from 56,550 cigarettes in one week (and doubtless shared the opportunity with many others).

Question 37: How many cigarettes have you smoked during the last 7 days?

Percentage responses



5.2 *The percentage of smokers within each family newspaper readership group.*

Smoking and social grouping

1. On page 50 we explain how different groups of newspapers tend to be read by different social classes (Tunstall, 1982). They range from broadsheet (Group I) to popular tabloid (Group III). This classification offers a way of examining the degree to which young people's home background affects their smoking behaviour.

   Histogram 5.2 shows that Year 10 'smokers' (in this case those recording that they smoked at least one cigarette during the last 7 days) are most likely to come from a Group III background. The social grouping effect is particularly tidy for the girls.

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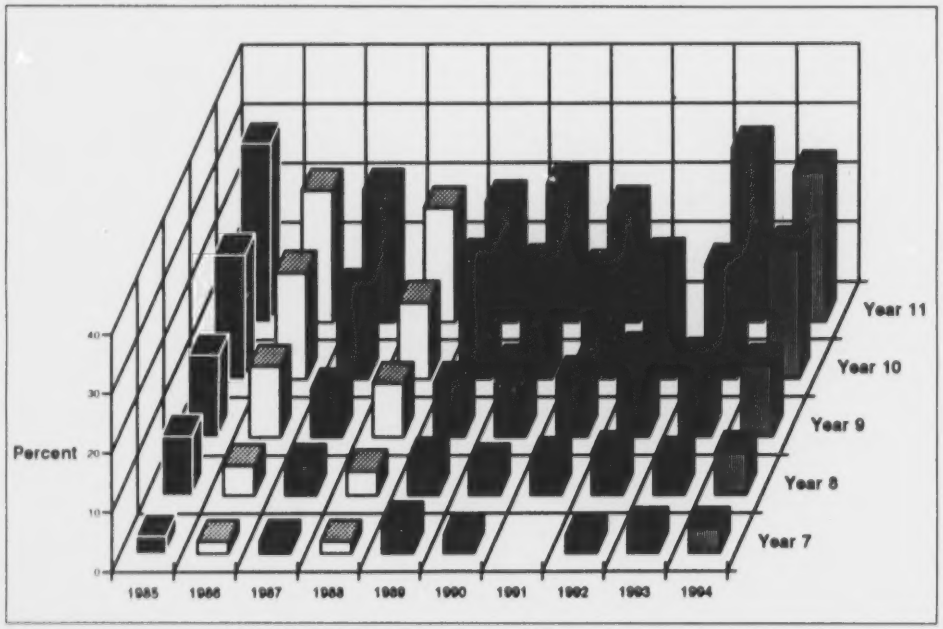
Young people's smoking trends

Percentage responses



5.3 *The percentage of boys that smoked at least one cigarette during the previous week. SHEU data, 1985–1994.*

A 10-year study of smoking levels

1. On this and the opposite page we present the results from the question *How many cigarettes have you smoked in the last 7 days?* answered in thousands of surveys carried out in the UK since 1985.
2. In the Introduction (page xviii) we draw attention to variations in different parts of the UK involved in surveys in consecutive years.
3. To assist readers who want to search the data more carefully, we have provided:

   (a) The '3-D' histograms for boys and girls between Years 7 and 11.

   (b) Tables of the percentages on which these histograms are based.

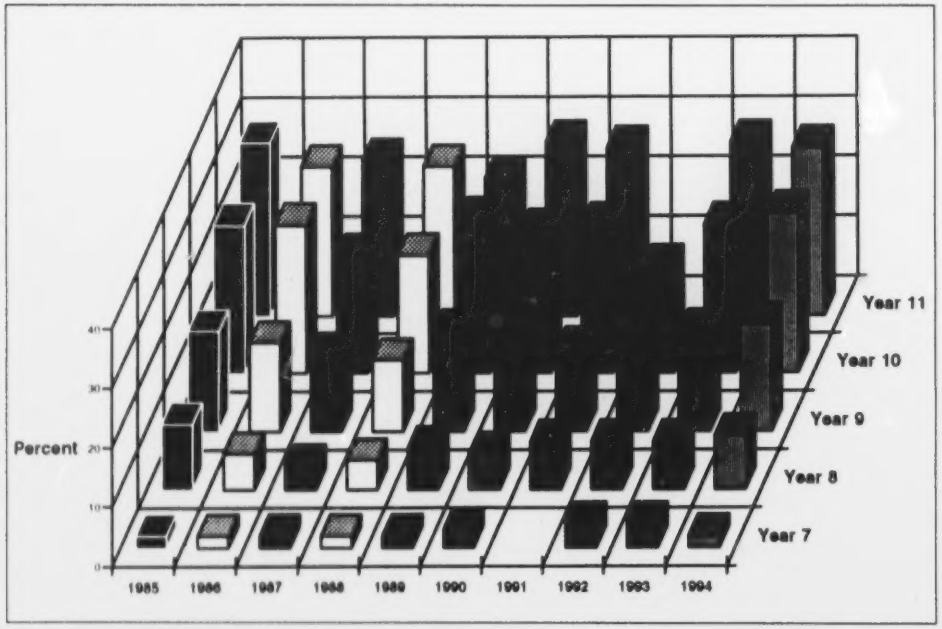
   (c) The sample size of each year group. A small sample size can sometimes explain a percentage that is 'out of step'.

Observations

1. The higher percentages of smoking girls than boys in the older age groups is immediately obvious.
2. A decline in smoking between 1985 and 1988, particularly for boys, is shown. A subsequent recovery of smoking levels seems to be indicated.

Young people's smoking trends

Percentage responses



5.4 *The percentage of girls that smoked at least one cigarette during the previous week. SHEU data, 1985–1994.*

Commentary

1. *Cross-sectional views.* The steps between the percentages for each year group, going from front to back for the differeant calendar years, typically fit comfortably and predictably.
2. *'Longitudinal' views.* Diagonal lines, for example proceding from Year 7 in 1985 to Year 8 in 1986, ending with Year 11 in 1989, track the percentages of young people born in the same year (in this example, 1974). Typically, the steps between these percentages are also 'comfortable' and predictable.

   In the Introduction (page xix) we draw attention to a deliberate cohort study carried out in Yorkshire, in which we comment on the predictability of results between large samples gathered in different parts of the country in the same year.

   At the same time, we should mention the wide variation sometimes found between communities (wards) and between schools in the same locality.

Young people's smoking trends

Percentage responses

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Year 7 %	3	2	2	2	5	3	-	3	4	4
Sample	*958*	*1106*	*1296*	*2082*	*403*	*603*	-	*436*	*1060*	*586*
Year 8 %	10	5	5	4	6	5	6	7	6	7
Sample	*603*	*1585*	*1516*	*4285*	*2588*	*3152*	*3837*	*4222*	*4464*	*9377*
Year 9 %	14	12	8	9	9	12	10	14	13	12
Sample	*1530*	*2159*	*2008*	*3167*	*1565*	*1335*	*2796*	*1271*	*3155*	*3896*
Year 10 %	21	18	15	13	20	19	18	20	19	22
Sample	*2528*	*2119*	*3322*	*5945*	*2113*	*3948*	*3562*	*4328*	*5070*	*7993*
Year 11 %	30	22	22	19	20	23	19	-	29	25
Sample	*651*	*2113*	*1265*	*1527*	*1287*	*338*	*2212*	-	*1008*	*2806*

5.5 *Boys' percentages and sample sizes for Years 7–11, 1985–1994*

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Year 7 %	2	2	2	2	2	3	-	4	4	2
Sample	*736*	*1067*	*1322*	*2118*	*350*	*621*	-	*538*	*1075*	*615*
Year 8 %	11	6	4	5	7	6	8	8	8	9
Sample	*703*	*1614*	*1479*	*4231*	*2487*	*3231*	*3241*	*3947*	*4280*	*8957*
Year 9 %	17	15	13	12	17	16	14	16	17	18
Sample	*1545*	*2098*	*1842*	*2898*	*1436*	*1549*	*2695*	*1202*	*3188*	*3874*
Year 10 %	25	25	20	20	26	24	25	18	25	27
Sample	*2481*	*1907*	*3046*	*5789*	*2227*	*3822*	*3437*	*4274*	*4606*	*7582*
Year 11 %	29	25	26	25	23	29	28	-	29	28
Sample	*883*	*2234*	*1311*	*1417*	*1216*	*342*	*2148*	-	*1168*	*2611*

5.6 *Girls' percentages and sample sizes for Years 7–11, 1985–1994*

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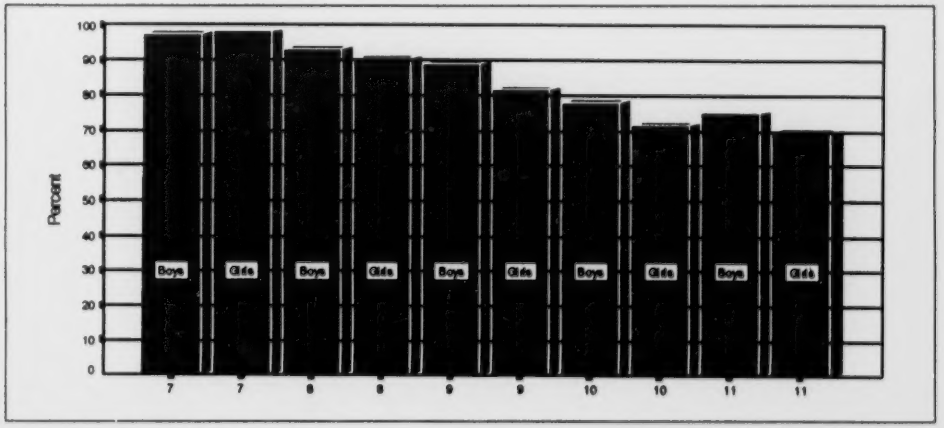
Question 38: [Smoking behaviour: which statement describes you best?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Never smoked	72.1	80.9	64.6	59.7	54.3	46.5	41.3	35.1	38.9	32.2
Tried smoking once or twice	21.5	13.3	22.7	23.4	25.4	24.8	26.3	23.8	25.5	24.9
Used to smoke	4.2	3.6	6.3	7.6	8.9	9.8	9.2	11.1	8.1	10.8
Smoke occasionally	1.6	1.6	4.1	5.9	5.4	9.9	11.3	13.8	12.0	12.2
Smoke regularly	0.7	0.5	2.2	3.5	6.0	9.0	11.9	16.1	15.6	19.9
Percentage of 'smokers'	*2.3*	*2.1*	*6.3*	*9.4*	*11.4*	*18.9*	*23.2*	*29.9*	*27.6*	*32.1*
Valid responses	577	608	9234	8862	3845	3843	7903	7538	2770	2598



5.7 *Percentages of 'non-smokers'*

Observations

1. Although smokers are always in a minority, it is usual to have at least tried smoking by Year 11.

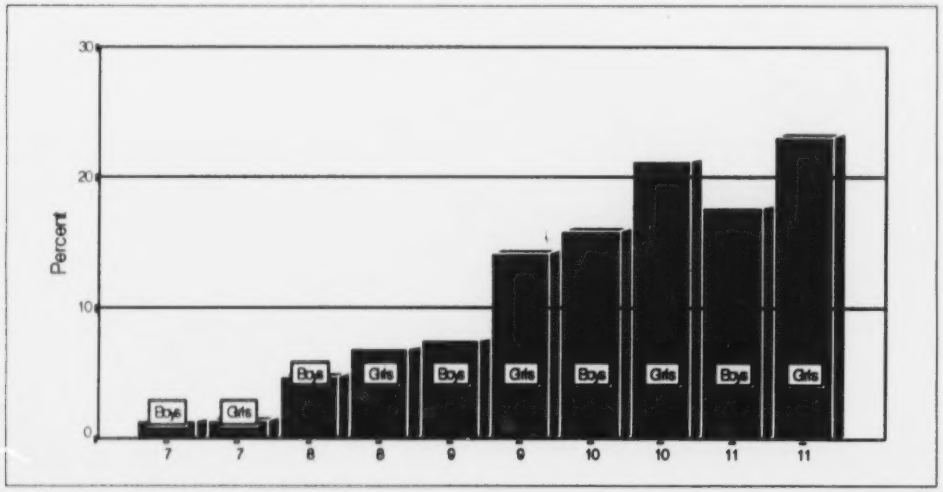
Commentary

1. We regard those who smoke *occasionally* and *regularly* as 'smokers', when answering this question. We have accumulated the total of 'smokers' in italics.
2. We have chosen to display (see table 5.7) the complementary percentages to the 'smokers'. So many more young people do NOT smoke and we hope this chart makes this abundantly clear.

Question 39: [Attitude to smoking: which statement describes you best?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Don't smoke and never will	82.7	80.9	79.1	73.0	77.9	67.9	67.3	59.8	67.3	62.1
Don't smoke but may do	14.9	17.2	14.4	17.6	11.2	13.9	10.9	11.8	7.9	7.9
Smoke, but like to give up	1.4	1.5	4.8	7.0	7.6	14.3	15.9	21.2	17.7	23.2
Smoke, don't want to give up	1.0	0.3	1.6	2.4	3.3	4.0	5.8	7.1	7.1	6.8
Percentage of 'smokers'	*2.4*	*1.8*	*6.4*	*9.4*	*10.9*	*18.3*	*21.7*	*28.3*	*24.8*	*30.0*
Valid responses	577	598	9160	8770	3808	3800	7828	7432	2730	2554



Observations

1. An ever-decreasing number across the year groups declare that they *don't smoke and never will.*

Commentary

1. The groups signalling that they *would like to give up* present a challenge, as do those who say they *might smoke in the future.*
2. Most smokers declare that they *would like to give up* (see histogram).
3. What would help them do this?

5.8 *The percentage of young people that smoke and would like to give up.*

What is a smoker?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Smoking	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
In last 7 days (p 64)	3.6	2.1	7.1	9.2	11.9	17.9	22.0	27.0	25.3	28.3
Regularly or occasionally (p 69)	2.3	2.1	6.3	9.4	11.4	18.9	23.2	29.9	27.6	32.1
'Smokers' (p 70)	2.4	1.8	6.4	9.4	10.9	18.3	21.7	28.3	24.8	30.0

Observations

1. There are mismatches between the percentages of smokers assessed by these three separate but overlapping questions on pages 64–70.

Commentary

1. Ever since this method has been in use we have been aware of the different percentages of 'smokers' different questions can reveal. Whereas the percentage answers to each are interesting and differences between them can often be explained, the one we have most confidence in is the first, namely the percentage who have smoked in the past 7 days.
2. Differences may arise through (*a*) memory failure, (*b*) no smoking last week by people who ordinarily smoke, (*c*) smoking last week by people who do not regard themselves as smokers.

Question 40: Do any of these people smoke on most days?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	31.4	28.5	28.5	29.5	30.6	33.1	27.8	29.0	31.0	33.0
Father	35.7	32.2	33.5	34.4	35.8	35.8	33.1	33.8	34.7	37.2
Brother	8.7	5.7	9.7	10.7	12.2	13.3	14.7	14.5	16.3	16.9
Sister	7.5	7.0	8.7	9.8	10.9	12.6	11.9	13.5	13.7	14.0
Other close relation	57.5	58.0	57.0	58.5	58.0	63.1	52.4	54.6	54.9	59.6
Close friend	21.0	17.6	27.5	31.6	36.2	41.1	47.9	52.3	52.4	53.7
None of the above	20.3	23.1	21.8	19.9	18.7	15.7	17.8	16.4	15.4	13.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. Most young people know a smoker, and clearly, for some of them, there will be a smoker at home.

Commentary

1. This information is of interest to doctors, who may be concerned about passive smoking, and to teachers, who may be interested to know about family models, and also need to avoid creating conflict through smoking lessons. See also Question 41: *How many people smoke on most days in your home?*.

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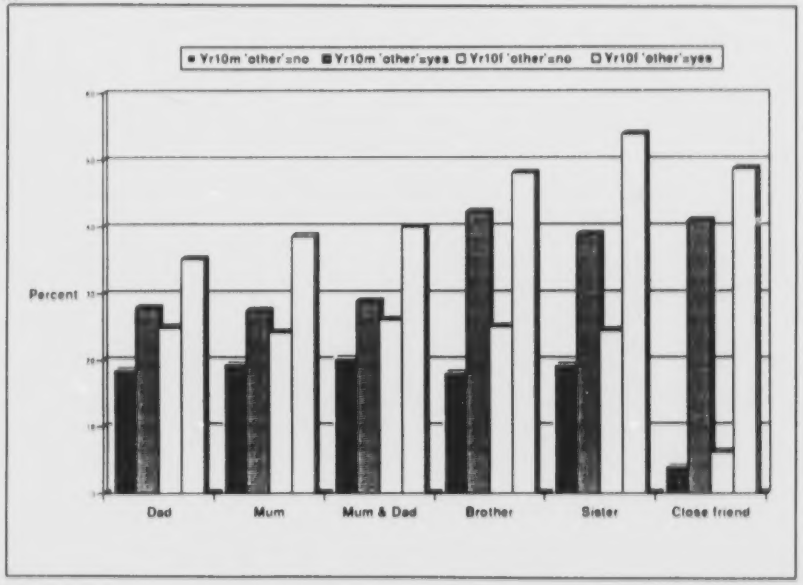
Young smokers and their mentors

Percentage responses

5.9 *The percentages of smokers among Year 10 boys and girls, according to whether others near them smoke.*

	BOY SMOKERS		GIRL SMOKERS	
Others who may smoke	*Don't smoke*	*Smoke*	*Don't smoke*	*Smoke*
Mother	19.5	27.5	24.2	38.6
Father	18.7	27.9	24.9	35.2
Mother & father	20.4	28.9	26.1	40.0
Brother	18.2	42.3	25.0	48.1
Sister	19.4	38.9	24.4	53.9
Close friend	4.1	40.9	6.3	48.7

5.10 *Table 5.9 in histogram form.*



Smoking influences

1. It would appear from the histograms that:

(*a*) If either mother or father smokes, similar and enhanced percentages of sons smoke.

(*b*) More daughters smoke if mother is the only parental smoker than if father is (mother smoking has more effect on girls than father smoking, and there is effectively no difference for boys.

(*c*) Where both mother and father smoke, even more daughters smoke. To a lesser extent, sons do so too.

(*d*) A brother or a sister smoking is related to a very large difference in percentages — approximately a doubling is noted.

(*e*) The influence of a close friend shows some huge differences. We hear so much about peer pressure, and we note immediately the large percentages of boys and girls that smoke if a close friend smokes. However, we also note that these large percentages are actually smaller than those for

boys when a brother smokes, and
girls when a sister smokes.

What causes these differences between smoking or not smoking when close friends do or do not smoke? One could reason (*a*) that if your close friends smoke you will, but not otherwise; or (*b*) if you don't smoke you seek the company of non-smokers, the environment enabling you to do what you want to do.

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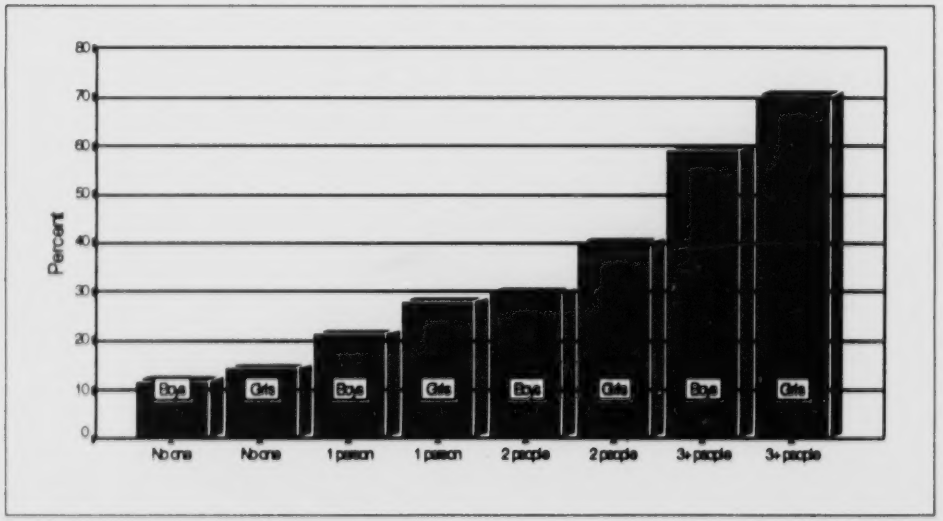
Question 41: How many people smoke on most days in your home?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	51.6	53.6	54.5	52.6	49.5	45.6	51.5	48.4	45.6	42.5
One	25.9	26.6	24.2	24.0	25.3	27.4	23.7	24.3	25.9	25.3
Two	15.8	14.7	14.8	15.1	17.0	16.8	15.3	16.4	17.2	18.1
Three or more	6.8	5.0	6.6	8.2	8.2	10.2	9.5	11.9	11.4	14.1
Valid responses	564	593	9103	8756	3795	3818	7835	7475	2746	2581



The question asks the respondents to include themselves if they smoke at home.

Observations

1. In the older age groups at least two people smoke on most days in one-quarter of the homes.
2. Roughly half live in 'smoking' homes.

Commentary

1. The increase in the number of smokers in the homes of older children clearly includes some of themselves.
2. Perhaps the histogram for the Year 10 respondents comes as no surprise. The lowest percentages where no one smokes at home require that the boy and girl smokers in this group smoke elsewhere (see Question 41, in the Appendix).

5.11 *What percentage of young people living in homes with the indicated number of smokers in them, are themselves smokers?*

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Question 55a [During the last 7 days, how many pints of canned shandy have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	76.2	87.5	70.8	81.7	75.4	82.9	77.9	86.1	85.6	92.5
1 pint	19.6	9.7	22.2	14.9	18.6	13.8	16.1	11.5	10.6	6.0
2 pints	3.0	1.5	4.1	2.1	3.3	2.1	3.6	1.6	2.1	1.0
3 pints	0.7	0.5	1.5	0.7	1.5	0.8	1.2	0.4	0.6	0.2
4 pints	0.2	0.2	0.6	0.3	0.6	0.2	0.5	0.2	0.6	0.2
5 pints	0.2	0.2	0.3	0.2	0.3	0.1	0.3	0.1	0.3	0.0
6 pints	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0
7 pints	0.0	0.5	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0
8 pints	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
9 pints or more	0.0	0.0	0.2	0.0	0.1	0.0	0.2	0.1	0.0	0.0
Valid responses	567	606	8986	8767	3754	3787	7823	7501	2745	2567

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking canned shandy	23.8	29.2	24.6	22.1	14.4
Average number of pints	1.3	1.5	1.5	1.5	1.5
Girls					
% drinking canned shandy	12.5	18.3	17.1	13.9	7.5
Average number of pints	1.5	1.3	1.3	1.3	1.4

Observations

1. The decreasing consumption with increasing age shows that this is a very young person's drink

Commentary

1. The alcoholic content of canned shandy is clearly very low, but this drink may be a marker or rehearsal for more serious alcohol consumption.
2. The average number of pints is calculated for drinkers only.
3. The 1994 averages are similar to those published in *Young People in 1993*.

5.12 *The average amounts of canned shandy drunk during the last 7 days by the shandy drinkers.*

Question 55a [During the last 7 days, how many pints of mixed shandy have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	85.6	92.9	81.4	89.9	84.9	91.6	85.3	92.0	90.7	94.9
1 pint	11.8	5.0	13.7	8.0	10.7	6.6	10.0	6.1	5.8	4.0
2 pints	1.2	1.5	2.8	1.4	2.8	1.3	2.9	1.5	2.2	0.9
3 pints	0.7	0.2	1.0	0.4	0.7	0.4	0.9	0.3	0.6	0.1
4 pints	0.2	0.2	0.5	0.1	0.4	0.0	0.6	0.1	0.3	0.0
5 pints	0.4	0.0	0.3	0.1	0.1	0.0	0.1	0.0	0.2	0.0
6 pints	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.0	0.0	0.0
7 pints	0.0	0.2	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0
8 pints	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
9 or more	0.0	0.2	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Valid responses	568	605	8985	8767	3756	3790	7825	7503	2744	2567

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking mixed shandy	14.4	18.6	15.1	14.7	9.3
Average number of pints	1.4	1.5	1.5	1.5	1.7
Girls					
% drinking mixed shandy	7.1	10.1	8.4	8.0	5.1
Average number of pints	1.7	1.4	1.3	1.3	1.4

Observations

1. Like canned shandy, this appears to be a very young person's drink.

Commentary

1. The alcoholic content of a standard pint of mixed shandy (half and half)), made with ordinary bitter, is about 1 unit.
2. The average number of pints is calculated for drinkers only.
3. The 1994 averages are similar to those published in *Young People in 1993*.

5.13 *The average amounts of mixed shandy drunk during the last 7 days by the shandy drinkers.*

Question 55a [During the last 7 days, how many pints of beer or lager have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
None	86.4	94.2	79.1	88.8	74.3	85.6	57.7	76.8	52.6	73.9
1 pint	10.8	4.3	14.3	8.1	13.5	9.0	16.9	13.0	10.5	10.4
2 pints	1.1	0.5	3.3	1.7	5.7	2.9	9.3	5.3	9.4	6.2
3 pints	0.2	0.5	1.5	0.7	2.7	1.2	4.9	1.9	6.1	3.9
4 pints	0.7	0.2	0.7	0.3	1.1	0.6	4.0	1.3	5.7	2.5
5 pints	0.5	0.2	0.4	0.1	1.2	0.4	2.1	0.5	4.1	1.1
6 pints	0.4	0.0	0.2	0.1	0.5	0.1	1.6	0.5	3.0	0.9
7 pints	0.0	0.0	0.2	0.0	0.3	0.1	1.0	0.2	1.8	0.3
8 pints	0.0	0.2	0.1	0.0	0.3	0.1	0.9	0.2	1.8	0.3
9 pints or more	0.0	0.0	0.3	0.1	0.4	0.1	1.6	0.3	5.0	0.6
Valid responses	567	606	8975	8768	3740	3785	7793	7494	2723	2565

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking beer or lager	13.6	20.9	25.7	42.3	47.4
Average number of pints	1.5	1.7	2.2	2.8	4.2
Girls					
% drinking beer or lager	5.8	11.2	14.4	23.2	26.1
Average number of pints	1.7	1.6	1.8	2.0	2.6

Observations

1. More boys than girls drink beer or lager.
2. Among the Year 11 boys, 20% drank up to 4 pints, while 5% drank 9 pints or more.

Commentary

1. The average number of pints is calculated for drinkers only.
2. The strength of these beers is assumed to be 2 units/pint in our calculations of alcohol units consumed. Many beers and lagers, however, are in excess of this, which will mean that our calculation of units consumed (page 84) will probably be an underestimate.

5.14 *The average amounts of beer or lager drunk during the last 7 days by the drinkers.*

Question 55a [During the last 7 days, how many pints of low-alcohol beer or lager have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	93.5	96.4	90.2	95.1	92.4	96.4	91.9	96.1	94.4	97.6
1 pint	4.8	1.8	7.6	3.8	5.3	3.0	5.0	3.0	3.0	1.7
2 pints	0.7	0.8	1.1	0.6	1.40	0.4	1.8	0.6	1.5	0.3
3 pints	0.7	0.5	0.5	0.2	0.5	0.1	0.5	0.2	0.3	0.3
4 pints	0.0	0.2	0.2	0.1	0.3	0.0	0.2	0.1	0.4	0.1
5 pints	0.2	0.3	0.2	0.0	0.1	0.0	0.2	0.0	0.1	0.0
6 pints	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0
7 pints	0.2	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0
8 pints	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9 or more	0.0	0.0	0.1	0.0	0.1	0.0	0.2	0.0	0.1	0.0
Valid responses	567	605	8989	8768	3754	3790	7824	7505	2745	2572

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking low-alcohol beer or lager	6.5	9.8	7.6	8.1	5.6
Average number of pints	1.6	1.5	1.6	1.8	2.2
Girls					
% drinking low-alcohol beer or lager	3.6	4.9	3.6	3.9	2.4
Average number of pints	2.0	1.4	1.4	1.5	1.6

Observations

1.

Commentary

1. The average number of pints is calculated for drinkers only.
2. The alcoholic content of these drinks is low but not negligible. We have heard of cases of drivers falling foul of the law after assuming that they were innocuous. For the purposes of calculating units of alcohol (page 84) a pint of low-alcohol beer is assumed to contain ⅔ unit.

5.15 *The average amounts of low-alcohol beer or lager drunk during the last 7 days by the drinkers.*

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Question 55a [During the last 7 days, how many pints of cider have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	89.1	93.7	85.1	88.3	80.6	82.3	73.9	73.8	76.7	75.5
1 pint	8.5	5.0	10.1	8.2	11.4	9.7	12.4	12.9	9.2	10.1
2 pints	1.2	0.0	2.4	1.7	3.8	3.9	6.1	5.6	5.5	6.0
3 pints	0.5	0.3	1.1	0.8	1.8	2.2	3.0	3.0	2.9	3.3
4 pints	0.4	0.5	0.6	0.5	1.0	0.8	1.9	2.2	2.2	2.1
5 pints	0.0	0.2	0.2	0.2	0.6	0.4	1.1	1.0	1.2	1.1
6 pints	0.2	0.0	0.1	0.2	0.2	0.2	0.6	0.6	0.8	0.6
7 pints	0.0	0.3	0.1	0.1	0.2	0.1	0.4	0.2	0.4	0.2
8 pints	0.0	0.0	0.0	0.0	0.2	0.2	0.4	0.3	0.3	0.3
9 or more	0.2	0.0	0.1	0.0	0.1	0.2	0.4	0.5	0.7	0.8
Valid responses	567	606	8980	8761	3744	3784	7805	7492	2730	2556

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking cider	10.9	14.9	19.4	26.1	23.3
Average number of pints	1.5	1.7	1.9	2.3	2.6
Girls					
% drinking cider	6.3	11.7	17.7	26.2	24.5
Average number of pints	1.8	1.6	2.0	2.3	2.6

Observations

1. Very similar percentages of boys and girls are recorded here, in the older age groups.
2. The average levels of consumption for these groups are also remarkably similar.

Commentary

1. The average number of pints is calculated for drinkers only.
2. This may be a regionally variable drink: young people in the West Country might be expected to make more use of it than their contemporaries elsewhere.
3. We note the consumption of very strong cider by some young people, reported by the media.

5.16 *The average amounts of cider drunk during the last 7 days by the drinkers.*

Question 55a [During the last 7 days, how many glasses of wine have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	82.0	84.7	79.0	79.9	79.5	76.7	74.6	68.7	76.7	72.3
1 glass	11.5	11.6	13.7	12.4	10.9	12.1	12.5	13.8	9.4	9.1
2 glasses	3.4	2.0	3.9	4.4	4.9	5.4	6.7	8.5	6.2	7.9
3 glasses	1.4	1.2	1.6	1.7	2.1	2.2	2.5	3.9	2.3	3.7
4 glasses	0.5	0.2	0.7	0.8	1.1	1.4	1.5	2.2	1.7	2.7
5 glasses	0.5	0.0	0.5	0.3	0.4	0.8	0.7	1.1	1.2	1.6
6 glasses	0.4	0.2	0.2	0.1	0.3	0.3	0.3	0.6	0.7	0.7
7 glasses	0.0	0.0	0.1	0.1	0.1	0.3	0.3	0.4	0.5	0.6
8 glasses	0.2	0.3	0.1	0.1	0.1	0.2	0.3	0.3	0.3	0.6
9 or more	0.2	0.0	0.2	0.2	0.5	0.6	0.6	0.5	1.1	0.9
Valid responses	567	606	8971	8762	3736	3776	7799	7491	2725	2556

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking wine	18.0	21.0	20.5	25.4	23.3
Average number of glasses	1.9	1.8	2.1	2.3	2.9
Girls					
% drinking wine	15.3	20.1	23.3	31.3	27.7
Average number of glasses	1.5	1.7	2.2	2.3	2.8

Observations

1. The average consumption of wine by both boys and girls, particularly in the older age groups, is very similar.

Commentary

1. The average number of glasses is calculated for drinkers only.
2. Wine, we understand, is growing more popular nationally, and here it is seen to be consumed by about one third of the older girls (and by more girls than boys, except among the very youngest groups).
3. We explore the connection between drinking wine and the newspapers taken at home on page 51.

5.17 *The average amounts of wine drunk during the last 7 days by the drinkers.*

Question 55a [During the last 7 days, how many glasses of low-alcohol wine have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	89.9	90.3	91.2	89.9	93.7	93.3	94.6	92.8	96.5	96.4
1 glass	6.7	7.8	5.9	6.9	4.3	4.3	3.3	4.3	2.0	1.9
2 glasses	1.4	1.2	1.6	1.9	1.2	1.4	1.3	1.8	0.7	0.9
3 glasses	1.1	0.2	0.7	0.7	0.4	0.5	0.4	0.7	0.4	0.4
4 glasses	0.2	0.2	0.3	0.3	0.2	0.3	0.2	0.2	0.2	0.2
5 glasses	0.4	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0
6 glasses	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0
7 glasses	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
8 glasses	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9 or more	0.0	0.2	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Valid responses	566	606	8986	8766	3757	3791	7825	7504	2744	2571

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking low-alcohol wine	10.1	8.8	6.3	5.4	3.5
Average number of glasses	1.7	1.6	1.6	1.9	1.9
Girls					
% drinking low-alcohol wine	9.7	10.1	6.7	7.2	3.6
Average number of glasses	1.5	1.5	1.6	1.7	2.0

Observations

1. Around 10% of Year 7 boys and girls are drinking low-alcohol wine, but this drops steadily to around 4% in Year 11.

Commentary

1. The average number of glasses is calculated for drinkers only.
2. The comments on low-alcohol beer (page 78) apply equally here. For the purposes of calculating units of alcohol (page 84), a glass of low-alcohol wine is assumed to contain ⅓ unit.
3. The decreasing percentage of drinkers with increasing age may suggest a 'training' programme, and a transfer to stronger drinks with maturity.

5.18 *The averageamounts of low-alcohol wine drunk during the last 7 days by the drinkers.*

Question 55a: [During the last 7 days, how many glasses of fortified wine have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
None	94.2	94.2	92.1	89.8	91.5	87.0	90.1	81.4	89.7	81.7
1 glass	3.5	3.8	4.9	6.1	4.4	6.9	5.0	8.4	4.3	6.8
2 glasses	0.9	1.7	1.4	2.1	1.9	2.6	2.0	4.6	2.7	5.1
3 glasses	0.9	0.2	0.7	0.9	0.9	1.6	0.9	2.2	1.0	2.6
4 glasses	0.4	0.2	0.4	0.4	0.6	0.7	0.7	1.5	0.4	1.3
5 glasses	0.0	0.0	0.1	0.2	0.3	0.6	0.4	0.6	0.5	0.7
6 glasses	0.0	0.0	0.1	0.1	0.2	0.3	0.3	0.4	0.4	0.7
7 glasses	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.3
8 glasses	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.4	0.2
9 or more	0.2	0.0	0.1	0.2	0.1	0.2	0.3	0.4	0.4	0.6
Valid responses	568	606	8978	8763	3751	3786	7814	7489	2736	2562

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking fortified wine	5.8	7.9	8.5	9.9	10.3
Average number of glasses	1.9	1.9	2.1	2.5	2.7
Girls					
% drinking fortified wine	5.8	10.2	13.0	18.6	18.3
Average number of glasses	1.4	1.9	2.1	2.3	2.7

Observations

1. More girls than boys drink fortified wine.
2. Very similar average levels of consumption by the drinkers are recorded.

Commentary

1. The average number of glasses is calculated for drinkers only.
2. In the questionnaire these are identified as *Martini, Cinzano, sherry, Babycham, etc.* Over many years of data-gathering, the girls' preference for these drinks has become well established.

5.19 *The average amounts of fortified wine drunk during the last 7 days by the drinkers.*

Question 55a: [During the last 7 days, how many measures of spirits have you drunk?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	96.3	96.7	92.0	94.1	88.4	90.0	83.2	83.4	80.5	82.2
1 measure	2.3	2.6	4.6	3.3	5.9	4.3	7.1	5.6	6.8	5.2
2 measures	0.9	0.2	1.4	1.1	2.0	2.2	3.7	3.9	4.3	4.3
3 measures	0.0	0.2	0.8	0.5	1.3	1.2	1.8	2.1	2.3	2.4
4 measures	0.0	0.3	0.4	0.4	0.7	1.1	1.0	1.5	1.7	1.5
5 measures	0.0	0.0	0.2	0.1	0.4	0.5	0.8	0.8	1.0	1.1
6 measures	0.0	0.0	0.1	0.1	0.3	0.2	0.4	0.7	0.8	0.7
7 measures	0.4	0.0	0.1	0.1	0.2	0.3	0.3	0.4	0.4	0.8
8 measures	0.0	0.0	0.1	0.0	0.2	0.1	0.3	0.4	0.3	0.5
9 measures or more	0.2	0.0	0.3	0.3	0.6	0.2	1.2	1.3	1.9	1.2
Valid responses	568	605	8970	8759	3743	3774	7780	7470	2721	2546

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
% drinking spirits	3.7	8.0	11.6	16.8	19.5
Average number of measures	2.2	2.3	2.8	3.1	3.7
Girls					
% drinking spirits	3.3	5.9	10.0	16.6	17.8
Average number of measures	1.5	2.4	2.6	3.4	3.5

Observations

1. No marked differences between the sexes are revealed.
2. Nearly one-fifth of boys and girls in the older age groups had consumed spirits in the last 7 days.

Commentary

1. The average number of measures is calculated for drinkers only.
2. These 'measures', if poured by themselves or a friend rather than purchased, could be generous!

5.20 *The average amounts of spirits drunk during the last 7 days by the drinkers.*

Question 55a: [Total number of units of alcohol consumed in last 7 days]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	68.3	76.7	55.5	63.8	53.0	57.6	37.7	41.7	39.1	44.2
1 unit	7.8	9.3	10.3	11.3	7.7	9.3	6.7	9.3	3.8	5.2
2 units	6.5	4.8	8.6	7.1	7.6	7.4	8.4	8.5	5.3	7.2
3 units	4.4	2.2	4.7	4.2	4.4	4.6	4.8	5.9	2.9	5.1
4 units	2.7	1.3	4.4	3.2	4.8	4.2	6.4	5.6	5.1	5.3
5 units	2.5	0.8	2.8	1.9	3.3	3.0	3.7	3.5	2.3	3.5
6 units	1.2	1.0	2.7	1.7	3.4	2.3	4.5	3.9	4.4	4.4
7–10 units	2.7	1.8	5.1	3.6	6.9	5.7	10.9	10.2	11.5	10.4
11–14 units	1.2	1.0	2.6	1.4	3.7	2.3	6.5	5.0	8.8	6.1
15–20 units	1.2	0.3	1.8	0.9	2.6	2.1	5.3	3.8	6.9	4.2
21+ units	1.4	0.8	1.6	1.0	2.7	1.5	5.1	2.6	9.9	4.3
Valid responses	565	604	8935	8733	3722	3747	7729	7433	2696	2523

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys					
Percentage of drinkers	31.7	44.5	47.0	62.3	60.9
Average number of units	5.0	5.5	6.8	8.5	11.8
Girls					
Percentage of drinkers	23.3	36.2	42.4	58.3	55.8
Average number of units	4.3	4.5	5.6	6.8	8.2

Observations

1. It can be seen, from the table of average amounts consumed by those drinking any alcohol at all, that weekly consumption by both boys and girls rises steadily with age.
2. Even the Year 7 'drinkers' are consuming between 4 and 5 units.
3. The great majority of Year 11 boys are consuming alcohol, at an average weekly intake of almost 12 units.

Commentary

1. *Adult recommended limits.* We have separated those percentages of boys and girls that show a weekly intake in excess of 21 units and 14 units respectively. These are the recommended adult limits.

Year	*7*	*8*	*9*	*10*	*11*
Boys	1.4	1.6	2.7	5.1	9.9
Girls	1.1	1.9	3.6	6.4	8.5

   The percentage of 'excessive' drinkers is similar for both sexes.

2. *The SHEU calculation of 'units of alcohol'.* Across the decade that we have been reporting consumption levels,

5.21 *The average number of alcohol units consumed during the last 7 days by the drinkers.*

Question 55a [Total number of units of alcohol consumed in last 7 days]

Percentage responses

Year group	7	8	9	10	11
Boys					
1988	4	4	6	8	11
1994	5	6	7	8	12
Girls					
1988	3	3	4	5	7
1994	4	5	6	7	8

5.22 *The average number of alcohol units consumed during the last 7 days by the drinkers.*

we have used a consistent method of estimating the units of alcohol consumed:

1 pint of beer, lager or cider contains 2 units

1 glass of table wine contains 1 unit

1 measure of spirits contains 1 unit

However, we recognise that many beers and ciders are currently stronger. Also, many 'glasses' and 'measures' of wine and spirits recorded by the respondents may be generous and in excess of 1 unit.

We have always been cautious in our estimates and calculations, so that any bias arising from SHEU data-processing should be towards *under-reporting* and *not* over-reporting levels of alcohol consumption.

Users of survey results gathered from young people are wisely cautious over accepting reported levels of behaviour that may be exaggerated. On pages xxvi–xxxiii of the Introduction we describe the various checks applied to the validity of these data and the careful way it is collected.

3. *Trends in consumption (table 5.22).* A tendency towards more units being consumed in 1994 compared with 1988 is suggested. Coupled with the trend towards an increasing number of drinks with higher alcohol levels, it is certain that alcohol consumption has *not* decreased, and probably has increased. Statistics about sales to young people, and information about the drinks industry's advertising targets, could help to clarify this aspect of our knowledge.

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Question 56: During the last 7 days, on how many days did you drink alcohol?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	73.8	80.9	61.6	67.9	56.9	60.0	40.0	43.3	40.6	44.8
One day	16.9	13.9	22.8	20.5	23.7	23.8	28.7	29.7	25.1	26.9
Two days	4.4	3.1	8.0	6.4	10.4	9.1	17.2	16.5	18.2	17.1
Three days	2.8	1.2	3.8	2.8	5.0	4.3	7.5	6.3	8.2	6.2
Four days	0.8	0.2	1.9	1.4	2.3	1.4	3.2	2.4	3.8	2.9
Five days	0.6	0.0	0.6	0.5	0.8	0.7	1.6	0.8	1.4	1.1
Six days	0.2	0.3	0.4	0.2	0.3	0.4	0.5	0.4	1.1	0.4
Seven days	0.6	0.3	0.8	0.3	0.7	0.3	1.3	0.6	1.8	0.6
Valid responses	527	577	8165	8336	3510	3633	7449	7263	1625	2509

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	1.7	1.7	1.8	1.9	2.1
Girls	1.5	1.6	1.7	1.8	1.8

5.23 *The average number of days during the last 7 on which alcohol was consumed.*

Observations

1. There is an increasing frequency of consumption with increasing age.
2. More boys than girls are consuming alcoholic drink, and their average frequency is also slightly higher.

Commentary

1. Canned shandy and low-alcohol drinks are excluded from this question.

Question 57: Have you bought alcoholic drink at any of these places during the last 7 days?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Supermarket	2.9	0.8	3.0	1.9	2.6	2.6	5.6	4.3	5.8	3.5
Off-licence	2.2	0.8	4.2	4.0	9.8	9.9	16.6	15.0	23.1	18.0
Pub	1.7	0.5	2.7	2.2	3.5	3.9	9.0	10.8	18.0	19.0
Disco or club	3.1	1.3	4.2	4.1	4.7	5.5	7.1	9.3	10.9	12.2
None of these	93.0	96.9	89.5	90.8	84.3	83.3	73.8	73.2	63.5	65.9
Valid responses	603	617	9709	9219	4088	4078	8965	8531	3405	3097

Observations

1. Increasing percentages of older age-groups report using these outlets.
2. The *off-licence* is a most important source for boys, while the older girls give the *pub* as their principal source.

Commentary

1. The percentages in this table are for the whole sample, *not* 'drinkers only'.
2. All these outlets are illegal for youngsters under 18, and the data seems to support the popular concern about under-age purchases of alcohol. It seems from this table that 15–16 year olds are well able to buy alcoholic drink from *off-licences*, *pubs*, and *clubs*, although the 'policing' of *supermarkets* may have contributed to their lower use.
3. For each group, slightly fewer indicate spending their own money on alcoholic drink (page 106) than mention buying it in their answers to this question.
4. From other answers it is clear that many others will have consumed alcohol in the past week without buying it!

Question 58: Have you drunk alcoholic drink at any of these places during the last 7 days?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Home	20.6	13.8	26.1	21.1	26.2	23.2	37.7	31.4	32.8	28.0
Friend's or relation's home	6.3	4.6	11.9	11.3	15.6	17.0	24.5	25.1	27.4	24.2
Disco, club or party	4.1	2.1	8.0	7.6	11.1	10.9	16.4	18.9	19.6	20.1
Pub or bar	3.1	1.6	5.3	3.7	5.9	5.2	13.3	13.8	20.3	21.4
None of these	77.3	84.2	66.5	70.9	62.3	64.5	46.1	47.9	45.7	48.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *Home* is clearly the most frequently-recorded place for drinking alcohol.
2. However, a *friend's or relation's home* also becomes important by Year 10.

Commentary

1. The percentages in this table are for the whole sample, *not* 'drinkers only'. Thus, of the 56% of Year 11 girls that recorded drinking at least one unit of alcohol (page 84), exactly half (28%) have reported *home* as a venue.
2. As well as the data presented here, evidence from other tables also indicates that some young people are drinking elsewhere.

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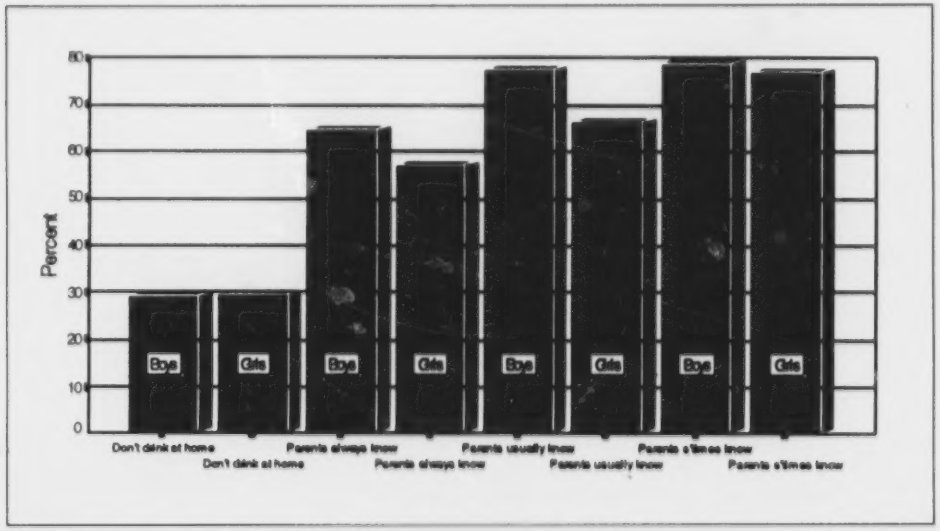
Question 59: If you ever drink alcohol at home, do your parents know?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Don't drink at home	36.8	42.3	31.7	29.9	32.8	30.9	20.5	17.7	25.9	24.4
Parents always know	50.4	44.0	46.8	47.5	37.1	34.9	40.6	39.6	33.2	36.1
Parents usually know	5.9	6.3	10.0	10.7	13.6	14.2	20.4	21.8	19.7	17.7
Parents sometimes know	4.1	4.6	6.3	6.6	8.3	10.8	12.0	13.8	13.6	12.4
Parents never know	2.9	2.7	5.3	5.3	8.1	9.2	6.4	7.2	7.6	9.4
Valid responses	560	588	8791	8594	3678	3686	7706	7365	2664	2511



Observations

1. Those who don't drink at home are in the minority in all the age groups.
2. The parents of about 20% of the Year 8 group and 40% of the Year 11 group do not always know if their children are drinking at home.

Commentary

1. Many responsible parents often suggest that drinking at home is an appropriate part of the process of bringing up children so that they use alcohol sensibly.

5.24 *Year 10 boys and girls that drank alcohol during the previous 7 days, broken down by the percentage in each group of parental awareness of home drinking.*

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Question 60: What do you know about these drugs?

Percentage responding ALWAYS UNSAFE

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Amphetamines	16.6	7.8	25.9	22.7	26.7	26.0	31.0	34.0	30.1	35.0
Barbiturates	9.2	3.9	13.8	9.8	16.6	12.7	20.4	18.3	22.3	21.6
Cannabis	28.0	19.2	37.2	34.2	33.7	33.7	31.3	34.7	27.3	33.8
Ecstasy	32.3	25.9	45.4	45.0	50.2	53.7	57.8	65.9	59.2	68.5
Cocaine	39.9	32.4	50.9	46.0	52.9	50.4	61.2	63.1	63.7	66.6
Natural hallucinogens	18.9	8.1	24.5	20.9	29.9	28.2	35.5	37.8	37.1	43.6
Synthetic hallucinogens	19.3	10.4	29.9	24.2	36.5	33.5	45.3	48.1	47.8	52.5
Heroin	37.5	33.3	51.5	48.3	54.1	53.6	63.4	67.4	67.8	70.9
Crack	34.6	23.6	48.2	40.9	49.5	45.0	60.3	60.0	65.1	63.8
Solvents used as drugs	36.2	34.8	53.2	53.8	57.8	58.4	67.7	71.1	70.4	74.0
Tranquillisers	15.7	10.2	21.2	18.7	24.4	20.3	26.3	24.4	29.0	23.9
Other illegal drugs	1.2	0.3	0.5	0.3	3.1	2.8	0.5	0.4	3.3	3.3
None of these	46.8	51.5	31.8	32.8	29.2	27.0	20.3	16.4	19.4	14.7
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. With the exception of *cannabis*, the 'danger' ratings rise quite consistently with increasing age.
2. Overall, *ecstasy, cocaine, heroin, crack,* and *solvents* have the highest danger ratings.

Commentary

1. The reader is recommended to consult the question as it appears in the Appendix, because of the four possible answers the young people can give: low scores in this table typically imply 'no knowledge' rather than that the drug concerned is safe.
2. Despite this, it is perhaps reassuring to discover that the 'always unsafe' rating rises very considerably for the older respondents, and that many of their younger ones report never having heard of some of the drugs.
3. Knowledge of local name variants is important. To quote from the Unit's publication *Young People and Illegal Drugs 1989–1995: facts and predictions:*

   To assist the identification of individual drugs, the questionnaire list includes examples of street names. However, as street names change with time and also vary in different parts of the country, individual surveys often provide additional local names to improve the understanding of these questions in the schools.

Question 61: [Has anyone ever offered or encouraged you to try any of these drugs?]

Percentage responding YES

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Amphetamines	0.3	0.0	1.8	1.7	5.2	5.1	10.8	11.1	18.4	18.0
Barbiturates	0.3	0.0	0.3	0.2	0.9	0.6	1.4	1.1	3.4	3.0
Cannabis	2.6	1.1	8.5	6.7	17.1	16.0	33.0	30.5	41.6	36.9
Ecstasy	0.3	0.7	2.5	2.5	4.9	5.3	8.3	8.8	14.3	15.1
Cocaine	0.3	0.5	1.2	1.3	1.5	1.5	2.5	2.8	3.2	3.0
Natural hallucinogens	0.5	0.2	1.8	1.4	5.2	4.3	8.2	7.6	14.6	11.3
Synthetic hallucinogens	0.2	0.2	1.6	1.2	5.3	5.4	11.2	9.8	19.5	19.2
Heroin	0.0	0.5	0.9	0.9	1.0	1.2	1.8	1.8	2.5	2.1
Crack	1.0	0.3	1.2	1.3	1.9	1.8	2.6	2.6	3.0	2.5
Solvents used as drugs	0.3	0.3	2.3	2.5	4.9	5.6	7.5	9.4	11.0	10.8
Tranquillisers	0.2	0.0	0.4	0.5	1.3	1.4	1.9	1.8	2.6	3.1
Other illegal drugs	0.2	0.0	0.1	0.1	0.8	0.8	0.30	0.1	3.4	2.9
None of these	95.7	97.7	88.1	89.5	77.8	78.0	62.8	63.4	52.7	54.9
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The drug most frequently on offer is *cannabis*, where the figure exceeds 40% for Year 11 boys.
2. Overall, the percentages of boys and girls in the same year group having been offered drugs are very similar.

Commentary

1. Does the low placing of *solvents*, once considered the most threatening drug because of their ready availability, reflect high-profile education initiatives in schools and restrictions placed on points of sale?
2. Clearly, the offer of a drug is an event that many young people will have to deal with in their school years.
3. With reference to *Young People and Illegal Drugs* (see opposite), we published this report in 1994, summarising the results from 1989, 1991 and 1993 and using them to indicate expected results for 1995. This report is available from the Unit.

Question 62: [Have you ever taken any of these drugs?]

Percentage responding YES

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Amphetamines	0.2	0.0	0.8	0.5	2.6	2.3	5.5	4.8	11.2	9.5
Barbiturates	0.2	0.0	0.1	0.1	0.4	0.3	0.8	0.6	2.0	1.5
Cannabis	1.0	0.3	5.0	3.3	11.1	9.9	24.7	20.3	32.9	27.3
Ecstasy	0.3	0.0	0.7	0.5	1.6	1.2	2.9	2.1	5.3	3.2
Cocaine	0.2	0.3	0.4	0.5	0.8	0.4	1.0	0.9	1.7	0.7
Natural hallucinogens	0.0	0.0	1.0	0.6	2.6	2.0	4.8	3.2	9.6	5.0
Synthetic hallucinogens	0.2	0.0	0.8	0.5	2.9	2.7	6.7	5.2	12.8	11.1
Heroin	0.0	0.2	0.2	0.2	0.5	0.4	0.8	0.5	1.0	0.7
Crack	0.2	0.0	0.5	0.4	0.8	0.6	1.2	0.8	1.3	0.8
Solvents used as drugs	0.0	0.3	1.0	1.2	2.4	3.3	4.3	5.3	6.3	6.4
Tranquillisers	0.3	0.3	0.3	0.2	0.9	0.5	1.4	0.9	1.0	1.8
Other illegal drugs	0.2	0.0	0.1	0.0	0.4	0.3	0.3	0.1	1.7	1.5
None of these	98.0	98.5	93.5	94.9	86.6	87.5	73.3	76.6	64.5	68.9
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *Cannabis* is the most widely-experienced drug, with *synthetic hallucinogens* second.

Commentary

1. Note that single acts of experimentation, as well as regular use, are recorded here, so that the number of regular drug users is almost certainly lower than these figures suggest.
2. Comparison of these figures with those in the table on page 91 suggests that many young people can and do reject encouragement to use drugs.

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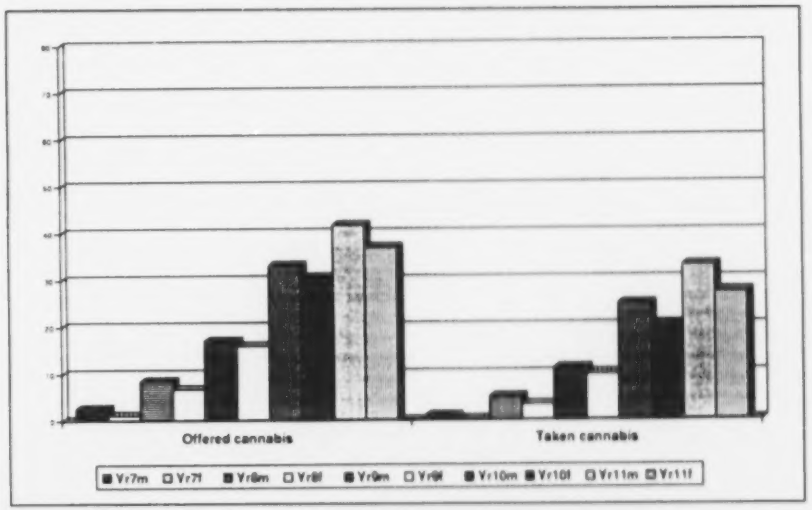
Special attention to cannabis

Percentage responses



5.25 *The percentage of young people that have been offered cannabis, or have used it.*

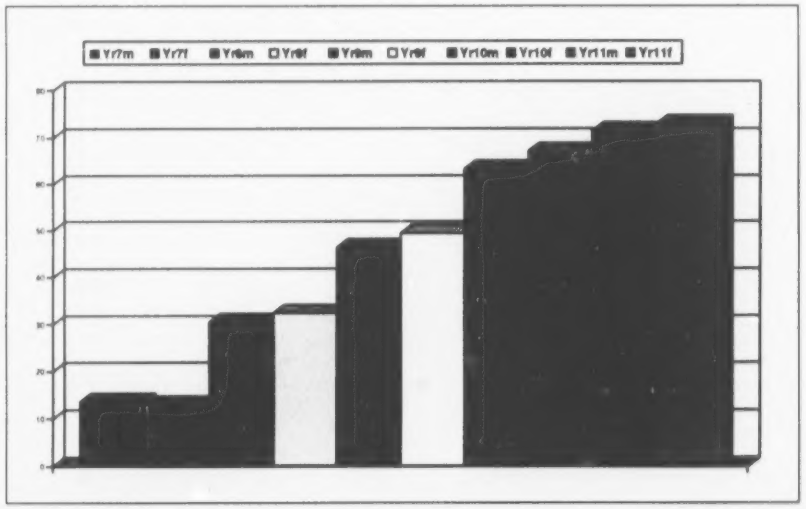
Cannabis: offered or used

1. The 'toothed' appearance of this histogram signals higher percentages of boys involved than girls. It is interesting to note that (page 94) more girls than boys report confidently knowing users. On this page we observe fewer of them have either been offered or tried cannabis, than boys.

Question 63: [Do you know anyone who you think takes any of these drugs?]

Percentage responses for FAIRLY CERTAIN or CERTAIN categories only from previous question

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
No	72.3	70.5	53.7	50.0	40.6	35.4	24.2	20.8	17.5	18.4
Not sure	14.1	16.5	15.8	17.6	13.0	15.3	12.4	12.1	11.1	8.7
Fairly sure	6.0	6.2	10.8	12.8	14.1	15.2	14.7	16.9	13.9	15.6
Certain	7.6	6.8	19.7	19.6	32.2	34.1	48.6	50.2	57.5	57.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611



Observations

1. Knowledge of drug-users increases with age, and by Year 9 most of the young people think they know at least one person that uses drugs.

Commentary

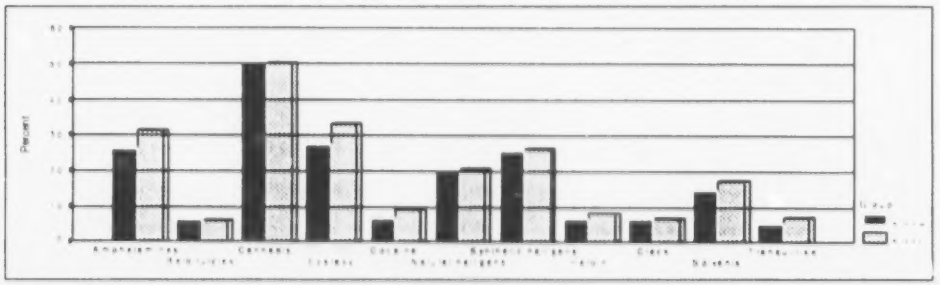
1. A large number of people in a community could know the same drug user, so the percentages may not reflect the actual number of current users. The question is nonetheless important, because the results indicate to schools how close their pupils may be to sources of drugs.
2. It is interesting to note from histogram 5.26 that with the exception of Year 7 there is a steady increase ('smooth appearance') from left to right, indicating that more girls than boys know users. The 'toothed' appearance of the earlier histogram, 5.25, signals that the percentages of boys that have tried or been offered cannabis are higher than girls.

5.26 *The percentage of young people that are certain or fairly certain they know a drug-user.*

Question 63: [If you know anyone who you think takes drugs, what do they use?]

Percentage responses for FAIRLY CERTAIN or CERTAIN

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Amphetamines	0.5	1.1	4.7	5.0	9.2	12.6	17.7	22.4	26.1	31.3
Barbiturates	0.3	0.2	0.9	0.6	2.3	2.1	3.6	3.2	6.3	6.1
Cannabis	4.8	4.6	16.0	16.1	26.3	27.8	44.9	46.0	50.5	50.3
Ecstasy	1.7	1.3	5.7	6.3	10.4	14.3	17.4	21.5	27.5	33.2
Cocaine	1.4	1.8	3.2	4.0	3.8	5.3	6.7	9.3	6.7	9.3
Natural hallucinogens	0.5	0.8	3.6	3.8	7.7	9.2	14.2	16.3	20.3	20.7
Synthetic hallucinogens	0.9	0.3	3.3	2.8	8.7	10.4	16.5	16.9	25.7	26.0
Heroin	0.5	1.1	2.7	3.5	3.5	5.1	5.1	7.4	6.7	8.2
Crack	1.7	1.8	3.6	4.1	4.2	5.2	6.2	7.9	6.6	6.6
Solvents used as drugs	1.2	0.8	3.8	4.4	7.6	10.9	12.0	15.5	14.6	17.4
Tranquillisers	0.0	0.0	1.0	1.0	2.5	3.4	3.8	4.4	5.3	7.1
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611



5.27 *This represents the above table in histogram form*

Observations

1. The rising figures with increasing age reveal the increased awareness and experience of the older respondents.

Commentary

1. These figures are percentages of the *fairly sure* or *certain* groups from the previous question.
2. Histogram 5.27 shows that for any category of drug, whenever there is a noticeable difference between the sexes, more girls than boys are confident that they personally know a user of the drug. We note elsewhere that across this age range girls are often at a more mature stage of development and may be mixing with older males.

Group 6: MONEY

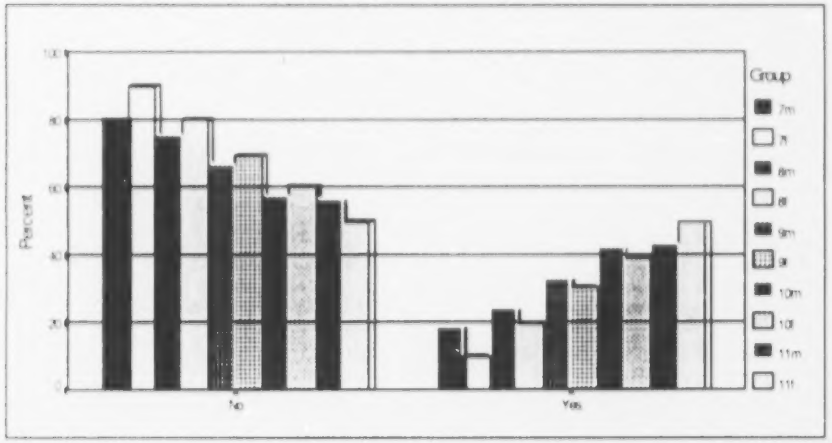
Question

10	[Do you have a regular paid job outside school hours during term time?]	98
	Paid work and other activities	99
11	[What type of regular paid job do you do?]	100–19
12	How many hours did you work for money last week?	102
13a	How much money did you receive last week from your regular paid work?	103
13b	How much money did you receive last week from your weekly pocket money or allowance?	104
13	[Total income received — money from wages, pocket money or allowance]	105
14a	During the last 7 days, have you spent any of your own money on the following items?	106–109
14b	Have you put any of your own money into a savings scheme in the last 7 days?	110
15	How much of your own money have you spent during the last 7 days?	111

Question 10: [Do you have a regular paid job outside school hours during term time?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
No	81.1	89.9	75.8	80.2	66.9	69.6	57.5	60.6	56.5	50.2
Yes	18.9	10.1	24.2	19.8	33.1	30.4	42.5	39.4	43.5	49.8
Valid responses	586	604	9320	8911	3882	3858	7967	7564	2799	2603



6.1 *A graphical representation of the data in the table above.*

Observations

1. The percentages for those pupils who have a paid job rise from Year 7 (boys 19%, girls 10%) to Year 11 (boys 44%, girls 50%).
2. The increase in the percentage numbers of working boys and girls with increasing age is obvious and comes as no surprise. In Years 7–10 more boys than girls are involved in paid work.

Commentary

1. It is interesting to find that the number of working girls overtakes the number of working boys in Year 11.

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Paid work and other activities

Percentage responses

	YEAR 10 BOYS	
Homework	*Earner*	*Non-earner*
No time at all	31.4	32.2
Up to 1 hour	40.3	38.6
1-2 hours	21.1	21.0
2-3 hours	5.3	5.9
3+ hours	2.0	2.3

6.2 *The percentage of Year 10 earning and non-earning boys that spent different amounts of time doing homework on the previous evening.*

Do the workers have less time for homework?

1. We searched for links with self-esteem and time spent on homework, two aspects that might be expected to show an effect, but the analysis of the large sample of boys and girls in Year 10 reveals no connection between either. The crosstabulation for homework is shown as an example (table 6.2).
2. Teachers often express concern that time spent earning money can undermine school progress, particularly through conflict with homework. On one occasion, SHEU was requested to explore any links between early rising to do a milk round and school performance — in this case there was a negative effect.
3. Parents often comment on the significance of children having a job and their growing sense of confidence and independence, hence our searches for a connection with enhanced self-esteem among the wage-earners. For both boys and girls in Year 10, no statistical enhancement for those with jobs is shown.

Question 11: [What type of regular paid job do you do?]

Percentage responses for those with a job

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Babysitting	2.9	26.2	7.2	30.6	10.9	45.4	6.7	36.0	9.5	32.3
Hairdressing	0.0	0.0	0.2	1.0	0.2	2.2	0.3	2.6	0.3	3.0
Working in a shop	4.8	6.6	5.5	5.0	5.1	6.6	8.5	13.9	14.6	23.8
Manual work	9.5	3.3	4.4	1.6	4.1	0.6	6.9	1.2	7.5	1.2
Paper/milk round	21.9	6.6	41.4	19.7	58.2	19.0	55.3	16.8	43.3	8.1
Hotel, bar, or café	2.9	4.9	2.1	4.8	2.9	6.2	4.8	12.8	9.6	18.9
Farm work or gardening	18.1	0.0	10.9	4.1	5.6	2.2	5.8	1.9	4.6	1.1
Paid housework	27.6	42.6	17.8	24.0	7.8	11.6	4.2	6.8	2.4	3.3
Other work	12.4	9.8	10.6	9.1	5.2	6.3	7.5	8.0	8.1	8.3
Valid responses	105	61	2200	1736	1276	1158	3346	2972	1203	1289

Observations

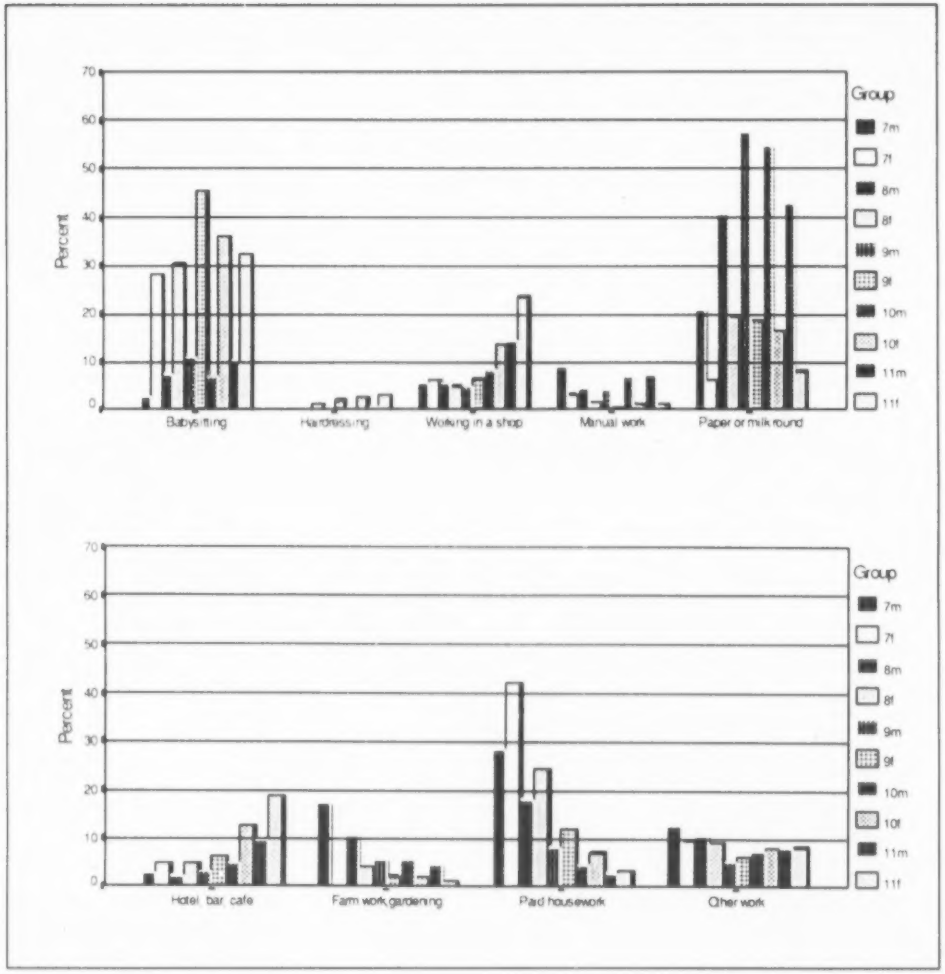
1. *Babysitting* is more popular with the girls and *paper rounds* or *milk rounds* with the boys.
3. There is a noticeable difference especially for the younger children when helping with *housework*. More girls are helping with the housework and more boys with the *gardening*.

Commentary

1. *Babysitting* is a popular way for girls to earn extra money, but is the responsibility of looking after others fair (or even legal) to place on such young shoulders?
2. *Paper rounds* or *milk rounds* can be hazardous. What are the safety implications?

Question 11: [What type of regular paid job do you do?]

Percentage responses for those with a job



Graphical presentation

1. We have selected darker colour tones for boys' results and light colour tones for girls' results, to assist interpretation.
2. The histograms show very clearly the different levels of involvement of boys and girls, and any trend towards increased or decreased popularity among the older age groups.
3. *Babysitting*. Highly significant source of income particularly for girls (about 33%), also for about 10% of older boys.
4. *Shopwork*. More than 20% of Year 11 girls benefit from this source of income.
5. *Paper or milk round*. Most of these responses refer to paper rounds. An increase and then a decline is seen across the years, but as a source of income it is clearly very significant.
6. *Hotel/bar/café*. Work here increases with age, more for girls than for boys.
7. *Paid housework*. This decreases with age, more for girls than for boys.

6.3 *A graphical representation of the data in the table opposite.*

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Question 12: How many hours did you work for money last week?

Percentage responses for those with a job

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	4.5	5.0	3.7	3.1	1.7	4.0	1.9	2.6	1.7	2.8
1 hour	20.0	28.3	15.4	14.5	10.1	6.7	6.6	4.8	4.3	2.6
2 hours	25.5	25.0	19.1	21.3	14.9	13.8	12.8	10.3	8.5	4.6
3 hours	11.8	15.0	14.8	15.2	16.4	14.7	13.3	12.4	11.0	8.4
4 hours	12.7	6.7	10.6	11.8	11.1	14.5	12.6	13.7	9.4	10.8
5 hours	9.1	5.0	8.3	8.9	9.3	12.6	9.9	12.0	9.0	10.8
6–7 hours	9.1	6.7	12.7	12.8	19.2	16.4	20.5	17.1	17.2	17.7
8–10 hours	4.5	6.7	7.9	7.2	8.8	10.1	12.6	15.4	18.2	23.4
11–20 hours	1.8	1.7	6.3	4.8	7.4	6.5	8.4	10.5	16.6	16.8
21 hours or more	0.9	0.0	1.3	0.5	1.2	.9	1.3	1.1	4.2	2.3
Valid responses	110	60	2176	1726	1259	1154	3329	2949	1192	1283

Observations

1. The number of hours worked last week increases as the pupils get older, from a few hours to the equivalent of one or two days of full-time work.
2. There appears to be little difference between the number of hours worked by boys and girls (table 6.4).

Commentary

1. What are the pressures on young people to earn more money?
2. What do they spend their money on? See pages 106–109.
3. To what extent are they encouraged to maintain a balance between school work, leisure and material gain?

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	3.5	4.6	5.1	5.7	7.7
Girls	3.0	4.2	5.0	6.0	7.6

6.4 *The average number of hours worked during the previous week by the 'workers'.*

Question 13a: How much money did you receive last week from your regular paid work?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Nothing	5.6	3.3	3.7	3.6	1.8	4.1	1.7	2.7	1.8	2.9
Up to 50p	0.9	1.6	0.2	0.6	0.0	0.0	0.0	0.1	0.0	0.0
51p–£1.00	7.4	3.3	1.7	2.3	0.4	0.6	0.2	0.2	0.3	0.2
£1.01–£1.50	7.4	6.6	1.8	3.4	0.6	0.8	0.3	0.3	0.2	0.0
£1.51–£2.00	9.3	14.8	5.6	6.2	2.0	2.3	1.1	1.0	0.7	0.4
£2.01–£3.00	13.9	21.3	10.2	10.9	4.4	6.7	2.8	4.1	1.3	2.1
£3.01–£4.00	2.8	11.5	6.2	7.8	6.8	5.8	3.8	3.2	1.8	1.9
£4.01–£5.00	13.0	16.4	16.8	19.8	17.1	22.6	10.5	15.1	8.2	10.4
£5.01–£10.00	28.7	8.2	34.4	30.0	41.3	35.0	39.1	35.3	26.7	25.7
Over £10.00	11.1	13.1	19.3	15.4	25.5	22.1	40.4	38.2	59.0	56.4
Valid responses	108	61	2197	1729	1261	1157	3341	2951	1188	1279

Observations

1. The older pupils are earning more money than the younger pupils, which is to be expected when they are also working longer hours.
2. Table 6.6 shows the difference between the boys' and the girls' calculated rates of pay per hour.

Commentary

1. Are the youngsters being exploited?
2. Inevitably we look to see if boys are advantaged over girls — the average rate per hour calculation for Years 9, 10 and 11 suggests that they are (table 6.6)

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	5.8	7.7	9.2	12.0	17.6
Girls	5.1	7.0	8.4	11.6	15.1

6.5 *The average payment, in pounds, earned during the previous week by the 'workers'.*

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	1.7	1.7	1.8	2.1	2.3
Girls	1.7	1.7	1.7	1.9	2.0

6.6 *The average rate of pay per hour, in pounds, for work carried out during the previous week.*

Question 13b: How much money did you receive last week from your weekly pocket money or allowance?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Nothing	15.0	13.3	11.8	10.2	12.1	10.0	14.9	14.5	16.4	16.4
Up to 50p	1.9	1.7	0.6	0.7	0.4	0.3	0.2	0.2	0.2	0.0
51p–£1.00	12.2	13.8	6.0	6.0	2.9	2.4	1.4	1.2	0.7	0.6
£1.01–£1.50	8.5	10.9	4.9	5.4	2.6	2.7	1.4	1.4	0.6	0.4
£1.51–£2.00	14.8	17.3	12.5	11.5	7.8	8.1	6.2	5.6	3.8	2.6
£2.01–£3.00	15.9	14.1	17.0	18.4	14.5	14.7	11.7	11.4	6.6	5.9
£3.01–£4.00	7.4	6.0	8.2	7.9	8.4	8.1	6.6	6.1	4.4	4.2
£4.01–£5.00	12.3	12.8	19.7	20.5	25.8	26.5	26.3	27.6	26.9	29.2
£5.01–£10.00	8.6	8.2	14.8	14.8	19.3	20.4	22.6	24.5	28.1	29.4
Over £10.00	3.4	2.0	4.6	4.7	6.2	6.8	8.7	7.5	12.3	11.2
Valid responses	567	588	9032	8666	3768	3755	7789	7388	2720	2525

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	3.8	4.7	5.5	6.4	7.6
Girls	3.3	4.6	5.7	6.3	7.5

6.7 The average pocket money or allowance, in pounds, received during the previous week.

Observations

1. A similar percentage of both sexes and all year groups received *nothing* during the previous week.
2. The amount of pocket money or allowance is highest for the older age groups.
3. On average, as shown in table 6.7, the boys are receiving slightly more than the girls are.

Commentary

1. Among the pupils recording that they received *nothing*, the older ones may be earning their own money. Are others receiving a monthly allowance, which did not fall due during the previous week? Do some of the younger respondents really have no money to manage at all, or do they get it when needed?
2. Is the increased amount of pocket money or allowance for the older 'working' age groups paid in addition to their wages?

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Question 13: [Total income received — money from wages, pocket money or allowance]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Nothing	14.3	15.3	10.2	9.5	8.0	7.4	6.4	6.3	7.0	5.7
Up to £1.00	11.1	14.5	5.1	5.5	2.0	1.8	0.8	0.8	0.5	0.3
£1.01–£5.00	54.1	55.6	50.5	54.8	41.4	44.5	31.9	34.7	23.2	21.7
£5.01–£10.00	12.5	10.7	20.5	19.2	26.6	26.6	26.3	27.4	25.7	25.6
£10.01–£15.00	4.4	2.0	8.0	6.2	12.1	10.3	16.0	14.1	15.5	15.6
£15.01–£20.00	1.7	0.7	3.2	2.6	5.3	4.9	8.8	7.9	10.3	12.5
£20.01–£25.00	0.9	0.5	1.3	1.0	2.0	2.4	4.2	3.5	5.6	7.5
£25.01–£30.00	0.5	0.3	0.6	0.6	1.1	0.9	2.3	2.4	4.2	3.9
£30.01–£35.00	0.0	0.3	0.2	0.3	0.6	0.4	1.3	1.1	2.4	2.5
Over £35.00	0.5	0.2	0.5	0.4	0.8	0.8	2.1	1.9	5.8	4.7
Valid responses	586	615	9375	8957	3896	3874	7990	7579	2801	2610

	Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11*
Boys	4.2	5.8	7.7	10.3	13.7
Girls	3.2	5.4	7.5	9.8	13.5

6.8 *The average amount, in pounds, received from all sources during the previous week.*

Observations

1. These figures are taken from the total sample, and therefore include young people that have no paid work.
2. The average amount of total income, shown in table 6.8, confirms that the boys are receiving more money from all sources than the girls are.

Commentary

1. Money management skills are very important, especially if the young people go on to higher education. Whose responsibility is it to teach these skills?
2. What are the youngsters spending, or expected to spend, their money on? Is it for essentials such as clothes, or luxuries such as CDs, or both?
3. Few pupils have no money or their own, but how does this particular group manage?

Question 14a: During the last 7 days, have you spent any of your own money on the following items?

Percentage responding YES

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Sweets, chocolate, etc.	58.0	60.7	64.5	66.1	70.7	72.4	66.6	67.5	71.7	70.7
Comics, magazines	26.6	28.9	29.8	42.6	29.3	43.7	28.8	43.2	27.1	39.6
Alcoholic drinks	6.0	2.0	7.4	4.7	13.7	11.6	23.2	21.1	34.2	28.0
Cigarettes	1.5	0.7	3.8	5.2	8.4	12.8	16.4	20.4	21.8	24.4
Sports equipment	22.0	5.0	23.1	6.5	22.7	6.5	20.0	4.8	18.0	4.2
Discos or parties	14.2	16.1	10.1	15.6	11.4	18.5	13.0	19.2	17.3	23.0
Clothes or footwear	18.4	19.5	21.4	29.3	24.9	31.2	26.1	34.0	28.5	36.8
Cosmetics/toiletries	3.1	15.8	4.2	26.5	5.0	34.9	6.4	42.5	8.5	43.1
Records, CDs, tapes	22.5	15.1	24.7	22.5	27.2	25.9	29.3	25.3	34.0	25.5
School equipment	23.9	21.5	21.0	23.6	18.4	20.9	15.0	17.0	13.2	15.3
Cinema	11.4	11.2	15.9	14.8	16.6	16.1	13.7	15.4	12.9	13.7
Books	12.8	14.0	8.9	11.8	7.5	10.1	6.0	6.8	5.3	6.1
Fares	12.1	15.1	20.9	21.7	28.8	35.5	26.1	35.2	41.9	50.4
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The remainder of the list of items is examined overleaf.
2. *Sweets* are the most popular item.
3. More of the older age groups spend money on *cigarettes*, and more girls than boys are buying cigarettes with their own money.
4. *Clothes and footwear* are popular with girls, whereas *records, CDs and tapes* are more popular with the boys.

Commentary

1. With *sweets* coming top of the list, should we be concerned about their teeth? (See page 20)
2. The increase in the amount of money spent by the older age groups on *fares* is noticeable, so where are they travelling to?

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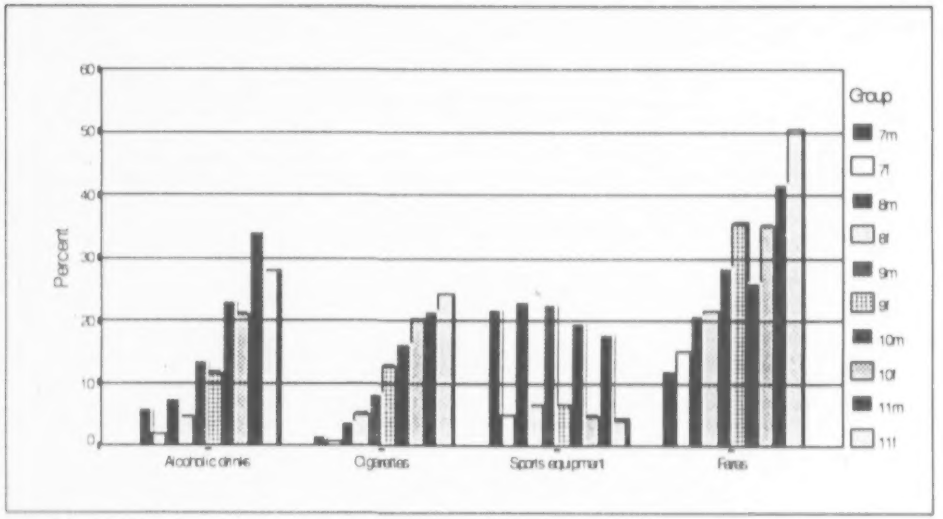
Question 14a: During the last 7 days, have you spent any of your own money on the following items?

Percentage responding YES



6.9 *The percentage of boys and girls that spent money on alcoholic drink, cigarettes, sports equipment or fares during the previous week.*

Some trends in spending patterns

1. These histograms reveal interesting patterns that are not immediately obvious from the tabulated figures on which they are based.
2. The uneven steps of increase in spending money on *alcoholic drinks* reflect the higher percentage of boys than girls involved, since the higher values in each year group come first.
3. The even steps in *cigarette* spending confirms the higher percentage of girls, since the lower values in each year group come first.
4. More boys than girls are spending money on *sports equipment*.
5. Spending money on *fares*, as expected, increases steadily with age. The fact that considerably more girls than boys across the age groups are spending money on fares is interesting.

Question 14a: During the last 7 days, have you spent any of your own money on the following items?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Crisps, snacks	55.8	50.4	58.0	54.9	65.4	63.7	59.5	56.0	64.5	61.6
Fast food (hot)	28.8	17.7	33.6	23.7	41.1	30.6	42.2	29.6	46.1	34.7
Soft drinks	55.5	48.8	64.0	54.8	70.6	64.1	69.2	59.4	71.2	62.7
Arcade games (for fun)	23.5	4.4	22.3	5.4	25.4	4.6	20.4	4.8	21.8	3.5
Arcade gambling	9.6	1.8	9.2	1.8	9.7	1.7	11.3	2.3	10.1	1.5
Computer software	22.2	3.9	20.6	3.7	25.1	4.1	17.6	2.3	17.4	2.1
Presents	31.4	47.0	22.2	38.8	30.2	47.9	18.7	37.0	25.7	42.5
Jewellery	4.6	15.1	3.6	15.5	4.0	18.0	2.8	13.0	5.1	13.9
Leisure/sports centre	18.9	13.3	25.8	15.9	25.9	15.5	25.5	15.8	25.6	13.6
Pets	20.8	32.0	20.1	26.2	17.1	21.9	12.4	17.4	10.0	13.3
Video hire	11.4	5.7	15.4	7.8	20.9	10.8	15.8	8.8	19.1	10.9
None of these	10.2	5.7	7.2	4.7	3.7	2.7	4.3	2.8	3.0	2.0
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *Crisps* and *soft drinks* are the most popular items on this page.
2. About five times as many boys as girls spend money in the *arcades*.
3. More boys than girls also spend more money than girls on *computer games*, *leisure centres*, and *video hire*.
4. More girls than boys spend money on *presents*, *jewellery*, and *pets*.

Commentary

1. What attraction do the *arcades* hold for the boys? How much money and time do they spend there?
2. *Crisps*, *hot fast food*, and *soft drinks* are popular with boys and girls. Does this give cause for concern with their diet or should the social context be explored to discover potential positive social interactive skills?

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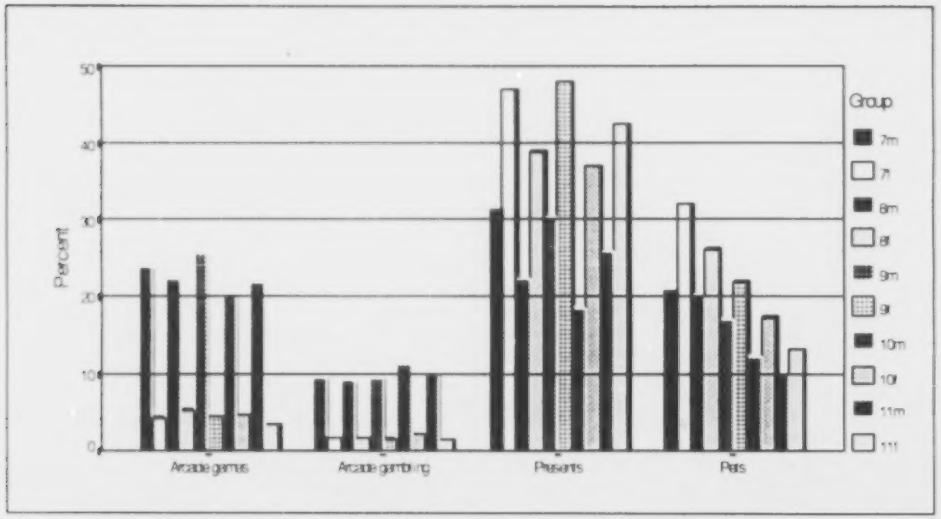
Question 14a: During the last 7 days, have you spent any of your own money on the following items?

Percentage responses



6.10 *The percentage of boys and girls that spent money on arcade games, arcade gambling, presents, or pets during the previous week.*

Some trends in spending patterns

1. These histograms reveal interesting patterns that are not immediately obvious from the tabulated figures on which they are based.
2. Two show a clear prevalence of male involvement: *arcade games* and *arcade gambling*. It is significant that neither of these activities shows a marked increase in popularity across the age spread of 11–16 years, although the amount spent on machines may go up.
3. Does this mean that the arcade habit is determined at the upper end of primary schooling? Are primary staff aware of this?
4. The other histograms, showing money spent on *presents* and *pets*, indicate clearly that more girls than boys are involved. A steady decline with increasing age is shown by both girls and boys with respect to spending money on pets.

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Question 14b: Have you put any of your own money into a savings scheme in the last 7 days?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
No	69.4	74.8	66.6	72.1	65.9	71.4	68.0	73.8	69.9	70.9
Yes	30.6	25.2	33.4	27.9	34.1	28.6	32.0	26.2	30.1	29.1
Valid responses										

Observations

1. About one-third of the boys and quarter of the girls responded *Yes*.
2. There is little change across the years.

Commentary

1. Are these savings schemes perceived as long or short term?
2. Should more pupils be saving towards their future?
3. Does readily-available credit influence savings?

Question 15: How much of your own money have you spent during the last 7 days?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Nothing	14.6	11.4	11.4	7.4	7.6	4.7	6.4	4.9	6.1	3.9
Up to 50p	4.0	9.2	3.2	3.4	1.4	1.8	1.2	1.1	0.6	0.6
51p–£1.00	10.0	12.9	6.8	8.3	4.0	5.0	2.8	2.8	1.6	1.6
£1.01–£1.50	6.3	7.3	4.4	5.3	3.0	2.8	1.4	2.0	0.9	0.8
£1.51–£2.00	10.0	10.7	8.1	9.4	6.2	7.4	5.1	5.5	3.3	3.8
£2.01–£3.00	13.7	12.7	11.7	13.8	9.3	11.3	7.7	9.7	5.4	6.3
£3.01–£4.00	7.0	7.5	7.6	8.3	7.5	8.7	5.9	7.1	4.0	4.8
£4.01–£5.00	7.2	9.5	12.7	13.7	15.9	15.8	15.2	17.2	11.8	13.6
£5.01–£10.00	14.4	11.9	17.2	18.2	23.4	23.6	25.6	26.1	25.1	28.0
Over £10.00	12.5	7.0	16.8	12.3	21.8	19.0	28.7	23.6	41.2	36.7
Valid responses	568	599	9081	8724	3788	3789	7808	7435	2724	2563

Observations

1. The amount of money spent by the younger age groups extends over quite a wide range.
2. Table 6.11 shows the average amounts that the youngsters in Years 9, 10, and 11 spend.
3. There is little difference in spending by boys and girls.

Commentary

1. Some pupils may not have spent anything this week but may be saving their money to buy something in the future.
2. Do they spend their money wisely? (See pages 106–109)
3. Comparison between the averages of total income received and the averages of the total expenditure reveals an overspend, income being less than expenditure. If it is assumed that 2% of the sample (approximately 900) had a birthday during the last 7 days, the difference could be partially accounted for if they spent birthday money.

	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Average total income	4.2	3.2	5.8	5.4	7.7	7.5	10.3	9.8	13.7	13.5
Average amount spent	6.2	3.9	7.4	6.1	9.4	8.1	11.3	9.2	14.7	13.3

6.11 *Average total income (page 103) compared with average total expenditure, in pounds, during the previous week.*

Group 7: SPORT

Question

16 [Sports and activities participated in during the past 12 months out of school lessons] 114–120
17 How fit do you think you are? 121–122

Question 16: [Sports and activities participated in during the past 12 months out of school lessons]

Categories WEEKLY and TWICE WEEKLY OR MORE (when in season)

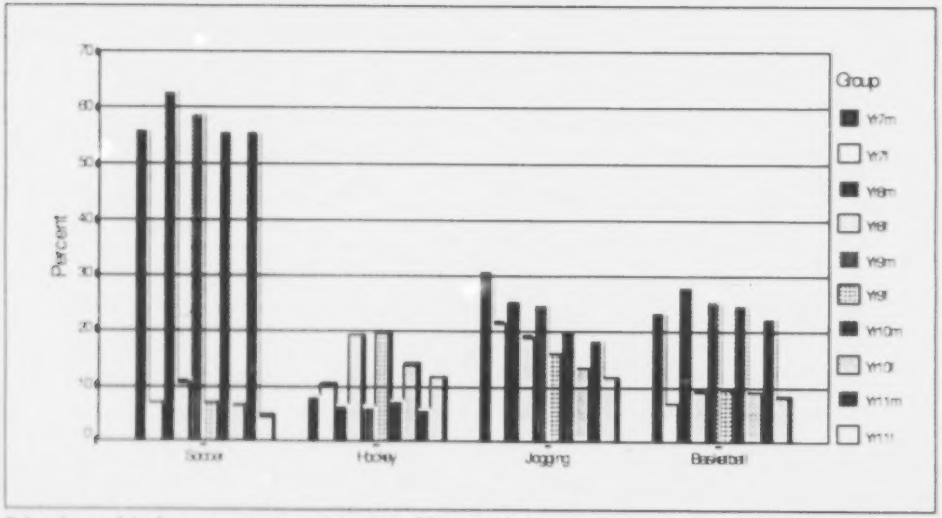
	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Rugby	24.2	1.5	20.2	1.6	18.4	1.1	13.5	0.9	12.1	0.9
Soccer	56.1	6.8	63.1	10.8	59.2	6.9	55.9	6.6	55.9	4.5
Hockey	8.2	10.4	6.7	19.1	6.4	19.6	7.2	13.9	5.8	11.5
Netball	1.9	33.7	1.2	28.2	1.1	24.7	0.4	17.8	0.7	14.7
Tennis	14.5	12.4	21.8	22.4	15.5	12.8	21.0	15.6	14.0	11.2
Rowing	3.4	2.0	2.1	1.1	1.7	1.2	2.0	1.3	1.1	0.7
Riding a bicycle	57.5	45.5	63.3	46.2	55.3	29.2	63.2	33.2	44.9	17.3
Club cycling	3.1	1.3	2.6	0.9	2.8	1.0	2.2	0.4	1.9	0.4
Jogging	30.9	21.5	25.8	18.9	25.0	15.9	20.1	13.4	18.3	11.5
Track/field events	15.2	9.4	18.3	13.5	12.3	10.3	13.7	9.9	8.2	6.5
Sailing	6.5	2.8	2.9	1.3	1.9	1.3	3.0	1.4	1.7	0.7
Squash	4.4	1.6	4.2	2.2	3.3	1.9	4.6	2.0	4.4	2.9
Basketball	23.4	6.8	28.2	9.3	25.7	9.4	24.9	9.0	22.5	8.2
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

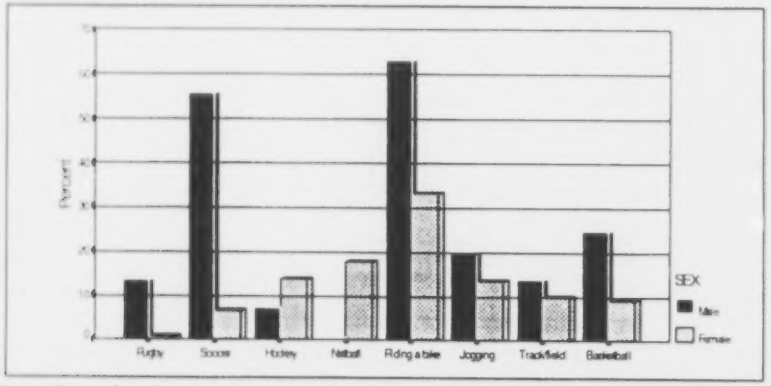
1. The general levels of reduction in involvement with increasing age are noticeable. Exceptions include *tennis* (both sexes), *club cycling* (boys), *sailing* (both sexes) and *squash* (both sexes).
2. In Year 10, nearly twice as many boys (63%) as girls (33%) *ride a bicycle*, but we have no information on any level of vigour involved.
3. With respect to *tennis*, more boys than girls are involved in all year groups except Year 8.
3. *Jogging* is popular with about 20% of all boys and girls, but decreases evenly across the age groups.

Question 16: [Sports and activities participated in during the past 12 months out of school lessons]

Categories WEEKLY and TWICE WEEKLY OR MORE (when in season)



7.1 *A graphical representation of the data in the table opposite, Years 7 to 11*



7.2 *A graphical representation of the data in the table opposite, Year 10*

Commentary

1. In these and the following pages we have selected four sports to display as histograms, as well as some Year 10 activities. In this selection it is only in *hockey* that more girls are involved than boys.

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Question 16: [Sports and activities participated in during the past 12 months out of school lessons]

Categories WEEKLY and TWICE WEEKLY OR MORE (when in season)

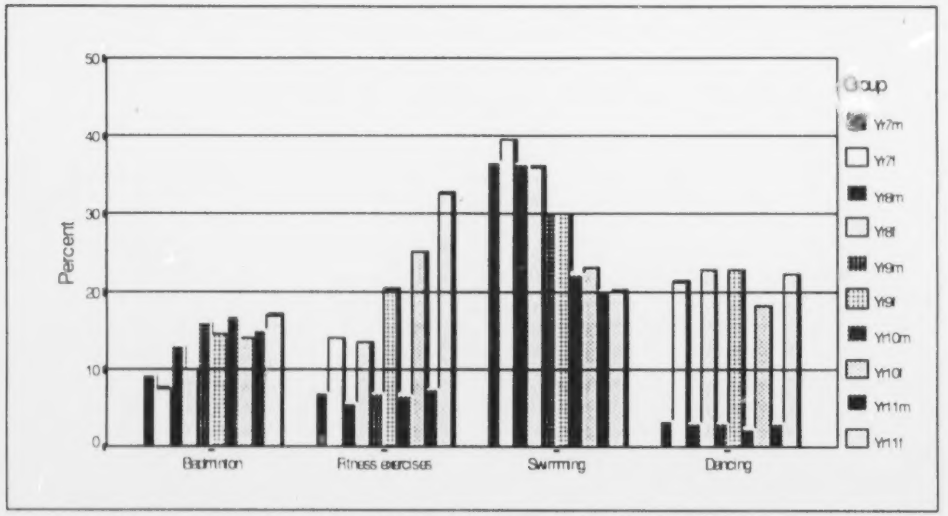
	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Badminton	9.4	7.6	13.3	10.1	16.4	14.7	17.0	14.1	15.3	17.2
Roller/ice skating	15.2	21.3	11.3	16.4	10.0	16.8	9.1	12.8	5.7	10.3
Judo/karate, etc.	10.9	5.5	10.6	4.1	8.4	4.1	7.5	3.5	7.3	3.9
Gymnastics	5.8	11.9	4.1	10.0	4.8	11.2	1.2	4.5	1.2	4.5
Fitness/aerobics	7.0	14.1	5.7	13.7	7.1	20.4	6.8	25.2	7.5	32.7
Swimming	36.7	39.5	36.6	36.1	30.1	30.0	22.5	23.2	20.3	20.3
Dancing	3.4	21.5	3.1	22.8	3.1	22.9	2.5	18.3	3.2	22.4
American football	3.6	0.2	3.1	0.4	3.2	0.2	2.1	0.2	2.2	0.2
Cricket	21.5	3.9	25.8	3.9	17.7	2.5	19.4	2.1	15.0	1.6
Rounders	15.2	11.5	8.9	18.7	4.7	15.0	4.9	14.4	2.9	10.0
Golf	9.2	1.6	12.4	1.5	14.4	1.1	12.4	1.1	12.0	0.8
Cross-country	21.8	20.3	12.0	8.8	12.6	8.8	6.3	4.5	6.9	3.7
Canoeing	2.9	1.8	3.4	1.7	2.5	1.7	3.6	1.6	2.7	1.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

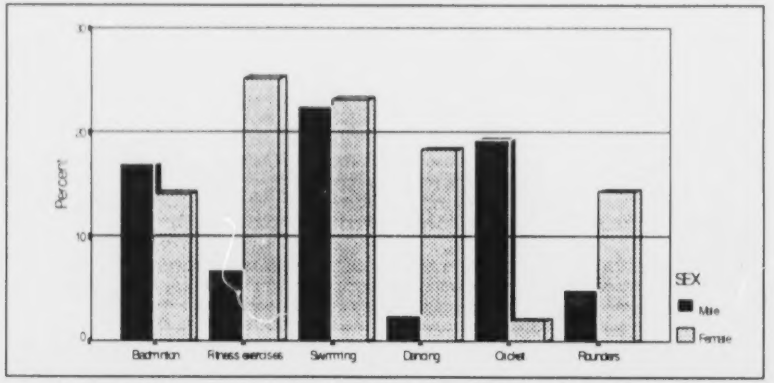
1. Around 20% of girls are involved at this level in *dancing* compared with 3% of boys.
2. The increasing percentages of girls with increasing age involved are welcome news in (*a*) *badminton*, (*b*) *fitness/aerobics*
3. Decreasing but substantial percentages of both boys and girls are involved in *swimming*.
4. The girls feature strongly in this list of active pursuits.

Question 16: [Sports and activities participated in during the past 12 months out of school lessons]

Categories WEEKLY and TWICE WEEKLY OR MORE (when in season)



7.3 *A graphical representation of the data in the table opposite, Years 7 to 11*



7.4 *A graphical representation of the data in the table opposite, Year 10*

Commentary

1. The high value for *cross-country* running in Year 7 suggests the effect of an atypically active group within the relatively small sample.
2. The large difference between Year 10 boys and girls recording *dancing* is worthy of comment.

Question 16: [Sports and activities participated in during the past 12 months out of school lessons]

Categories WEEKLY and TWICE WEEKLY OR MORE (when in season)

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Horse riding	3.4	18.2	2.0	14.3	1.8	12.9	1.3	11.2	1.0	7.9
Scrambling	5.8	1.1	6.4	1.1	5.9	0.9	6.6	0.9	5.1	0.7
Hiking/orienteering	7.3	2.9	4.5	2.5	4.6	3.3	3.5	2.3	3.5	3.1
Fishing	18.3	4.1	17.4	2.3	14.2	1.2	17.0	1.4	9.6	0.5
Table tennis	9.6	5.5	12.3	5.1	11.4	5.1	11.0	4.6	10.7	4.4
Volleyball	8.7	4.6	3.6	3.5	4.5	4.6	3.8	4.5	4.5	4.1
5-a-side football	26.8	3.7	29.7	5.5	31.4	4.4	25.9	3.5	31.5	3.1
Weight training	10.6	4.4	13.2	2.6	18.9	4.9	23.5	6.6	27.5	6.7
Skateboarding	9.4	3.4	8.7	2.0	6.6	1.5	4.2	0.6	4.0	0.7
None of these*	7.3	11.2	5.6	12.2	7.3	17.1	5.9	17.7	8.0	22.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

* This includes all the activities listed on pages 112–116.

Observations

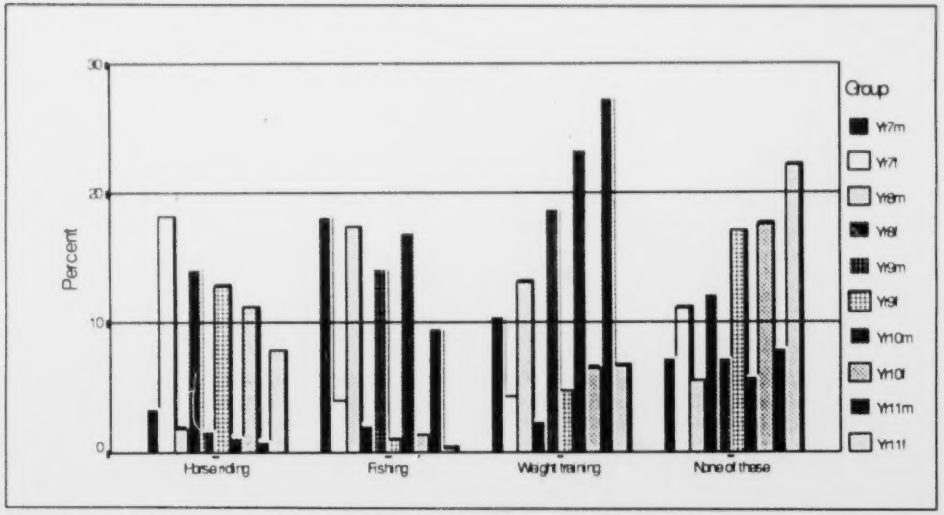
1. Boys predominate in their involvement in this section. The last category in the list, *None of these*, applies to the lists from pages 114 and 116 as well as this page. Substantial and increasing numbers of girls across the year groups, almost 1 in 5 in Years 10 and 11, were not involved in any of the activities (when in season) during the past year at the 'once weekly' or more frequent level.
2. *Scrambling* (boys) and *5-a-side football* (boys) retain their popularity with increasing age, while *weight training* is increasingly popular, particularly with the boys.
3. The level of 'inactive' boys (*none of these* category) is around 6–7% across the years.

Commentary

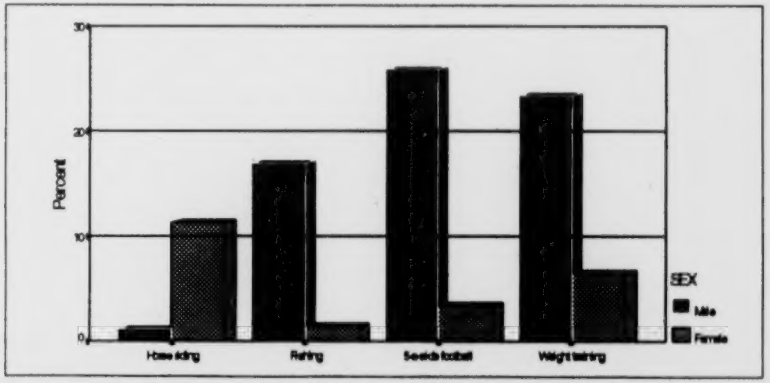
1. The steadily increasing percentage of 'inactive' girls with increasing age, doubling from 11% in Year 7 to 22% in Year 11, should be noted.

Question 16: [Sports and activities participated in during the past 12 months out of school lessons]

Categories WEEKLY and TWICE WEEKLY OR MORE (when in season)



7.5 *A graphical representation of the data in the table opposite, Years 7 to 11*



7.6 *A graphical representation of the data in the table opposite, Year 10*

The 'non-involved' group

1. The right-hand histogram in 7.5 shows a marked difference between the *none of these* levels of the boys and the girls as they grow older. The figure for 'inactive' boys remains steady at about 7%, but the proportion of girls rises steadily from 11% in Year 7 to 22% in Year 11.

Question 16: [Sports and activities participated in during the past 12 months out of school lessons]

Categories WEEKLY and TWICE WEEKLY OR MORE (when in season)

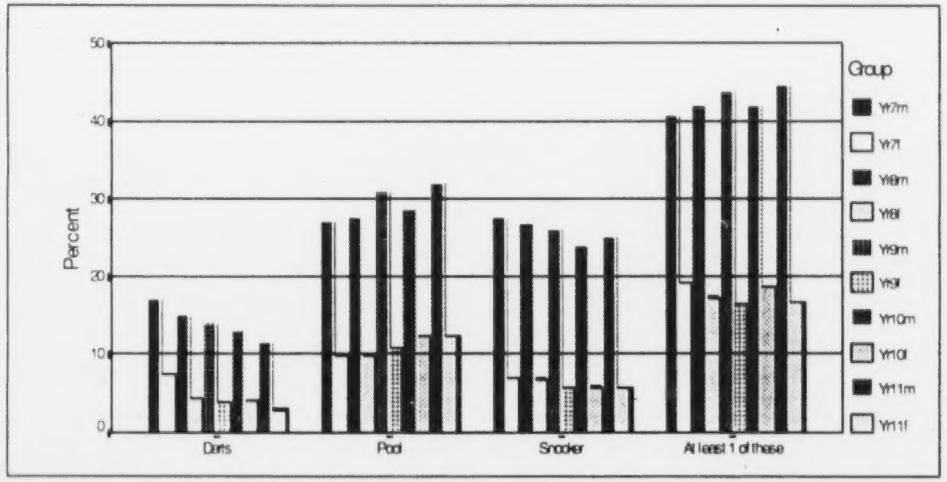
	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	B	G	B	G	B	G	B	G	B	G
Darts	17.4	7.5	15.2	4.5	14.2	3.8	13.1	4.2	11.6	3.0
Pool	27.3	9.8	27.9	9.9	31.1	10.8	29.0	12.5	32.3	12.3
Billiards	3.6	0.8	4.5	0.7	4.4	0.5	4.2	0.6	4.3	1.1
Snooker	27.8	7.0	26.9	6.9	26.2	5.8	24.3	5.9	25.4	5.8
None of the above	59.2	80.7	57.8	82.6	55.9	83.6	57.7	81.2	55.2	83.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. A decline across these age groups is suggested for *darts*.
2. Substantial numbers of boys are involved in *pool* and *snooker*, above 20%, but no obvious increase, or decrease is seen across the ages.
3. More than 40% of boys and fewer than 20% of girls are involved in at least one of these 'pub/club' activities.

Commentary

1. These 'social' sports or pursuits are very much a male domain, although girls figure more strongly in *pool*.



7.7 A graphical representation of the data in the table above, Years 7 to 11

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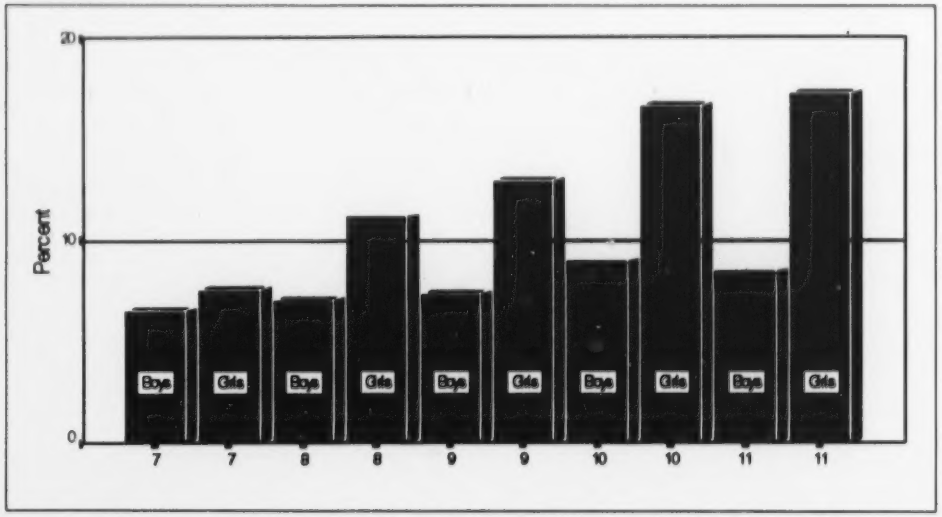
Question 17: How fit do you think you are?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Very unfit	0.9	0.7	1.1	1.3	1.1	2.1	1.3	2.4	1.2	1.8
Unfit	5.7	6.9	6.0	9.9	6.3	10.9	7.7	14.3	7.3	15.5
Moderately fit	27.1	36.9	30.3	43.5	31.5	47.2	32.9	51.9	32.9	51.5
Fit	46.2	43.9	46.4	38.5	47.2	34.0	45.1	27.7	45.0	27.5
Very fit	20.1	11.5	16.2	6.8	13.9	5.8	12.9	3.6	13.5	3.6
Valid responses	543	590	8932	8680	3704	3777	7644	7421	2671	2555



7.8 *A graphical representation of the data for those responding 'unfit' plus 'very unfit'.*

Observations

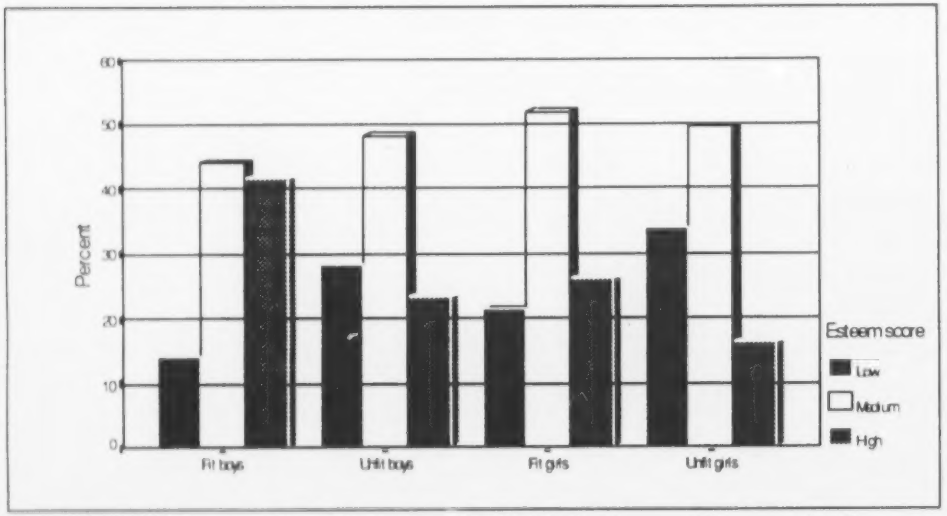
1. The percentage of *fit* girls falls with increasing age, with a very steady rise in the *moderately fit* and *unfit* categories.
2. The percentage of *fit* boys holds steady with increasing age.
3. The *unfit* line shows an age-related trend for girls.

Commentary

1. This self-assessment scale is very interesting.
2. Perceived fitness percentages for girls are lower than for boys and, with increasing age, it appears that fewer of both sexes report being *very fit*.
3. We have created a histogram to demonstrate the percentages of boys and girls across the years who perceive themselves as *unfit* (*unfit* plus *very unfit*). A slight increase in percentages may be suggested for the boys but a noticeable rise is shown for the girls. The link between this question and the increasing numbers of girls **not** involved in any of the listed physical activities (page 119) is suggested.

Question 17: How fit do you think you are?

Percentage responses



7.9 *A graphical representation of those responding 'unfit' plus 'very unfit' compared with self-esteem scores.*

Links with self-esteem

1. In histogram 7.9, the boys and girls have been separated into those who perceive themselves as *fit* or *unfit*. These two categories have then been distributed according to their self-esteem scores: low, medium and high. There are clearly more boys and girls that perceive themselves as *fit* and who also score more highly on the 'self estimation'. To feel fit is to feel good, or vice versa?

Group 8: SOCIAL & PERSONAL

Question

24	Have you a steady boyfriend or girlfriend at the moment?	125
43	How do you usually feel when meeting people of your own age and sex for the first time?	126
44	How do you usually feel when meeting people of your own age and opposite sex for the first time?	127
45	Please choose the answer which describes your close friends	128
	Close friends	129
46	When did you last go to a disco or party?	130
	The party spirit	131
47	Which of these is your main source of information about sex?	132
48	Which of these should be your main source of information about sex?	133
49	[If you wanted to share a problem about school, to whom would you probably turn?]	134
49	[If you wanted to share money problems, to whom would you probably turn?]	135
49	[If you wanted to share health problems, to whom would you probably turn?]	136
49	[If you wanted to share career problems, to whom would you probably turn?]	137
49	[If you wanted to share problems about friends, to whom would you probably turn?]	138
49	[If you wanted to share family problems, to whom would you probably turn?]	139
49	Summary of responses	140
50	How much do you worry about the problems listed below?	141
51	[Self-esteem measurement — combined results from parts a–i, scale 0–18]	142
52a & b	"I am in charge of my health" and "If I keep healthy, I've just been lucky"	143
52c & d	"If I take care of myself I'll stay healthy" and "Even if I look after myself I can still easily fall ill"	144
52	[Health locus of control score (-4 to +4)]	145

53a	[Which adults do you get on best with?]	146
53b	How many adults can you really trust?	147
64	Can the HIV virus be passed on by any of the following?	148–9
65	Have you ever talked about AIDS with these people?	150
	Talking about AIDS	151
66	Have any of these taught you useful facts about AIDS?	152
67	Do you think that you will take care not to get the HIV virus?	153
68	Do you know where you can get condoms free of charge?	154
69	At what age can you obtain condoms free of charge?	155
70	Do you know where your local birth control (family planning) services are available?	156
71	Is there a special birth control (family planning) service for young people available locally?	157

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Question 24: Have you a steady boyfriend or girlfriend at the moment?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Never had one	16.4	20.1	15.3	16.6	13.0	15.0	10.3	11.3	10.1	12.2
Not at present	55.1	55.0	59.3	56.8	64.8	59.3	65.8	56.3	61.5	50.2
Yes — a few weeks	12.4	12.1	11.3	11.9	10.4	10.3	10.1	10.6	10.8	10.4
Yes — 2 months or more	8.1	6.2	6.9	7.5	6.2	9.1	7.7	12.8	9.0	14.1
Yes — a year or more	7.9	6.7	7.2	7.1	5.7	6.2	6.1	9.0	8.6	13.1
Valid responses	579	613	9245	8868	3857	3852	7932	7551	2781	2602

Observations

1. Older girls are more likely to have a partner than are boys of the same age.

Commentary

1. It is often noted that girls' social development proceeds faster than boys' of the same age; girls often have older boyfriends.

Question 43: How do you usually feel when meeting people of your own age and sex for the first time?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Very uneasy	8.9	11.7	5.4	6.1	5.3	5.9	2.8	2.9	2.8	3.2
Quite uneasy	12.7	9.8	9.4	10.2	9.3	10.5	7.4	8.0	6.5	8.4
A little uneasy	32.8	41.7	37.3	45.2	38.3	44.2	40.7	47.4	38.9	44.1
At ease	45.6	36.9	47.9	38.4	47.1	39.4	49.2	41.6	51.8	44.3
Valid responses	574	605	9155	8801	3832	3829	7909	7530	2771	2596

Observations

1. Fewer than half of the girls report being *at ease* when meeting other girls of their own age for the first time.
2. 20% of boys and girls are *very uneasy* or *quite uneasy* in Year 7; this figure reduces across the years to around 10% for both boys and girls in Year 11.

Commentary

1. The overall level of confidence rises, but not dramatically, over the five years represented here. Does this mean that social confidence is determined back in the primary years, or even in infancy? What levels might be expected in late adolescence and early adulthood?

Question 44: How do you usually feel when meeting people of your own age and opposite sex for the first time?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Very uneasy	11.6	12.0	7.1	7.8	6.6	6.6	4.2	4.0	3.6	4.5
Quite uneasy	15.6	16.9	15.2	17.4	14.4	17.5	12.5	13.0	11.5	12.9
A little uneasy	32.1	43.9	39.5	47.8	41.4	47.3	46.0	51.8	44.6	48.6
At ease	40.7	27.2	38.2	27.0	37.6	28.6	37.3	31.2	40.4	34.1
Valid responses	577	610	9206	8837	3841	3826	7919	7534	2767	2596

Observations

1. Substantial numbers are *very uneasy* or *quite uneasy*, even in the older groups.
2. Boys are more likely than girls to declare being *at ease*.

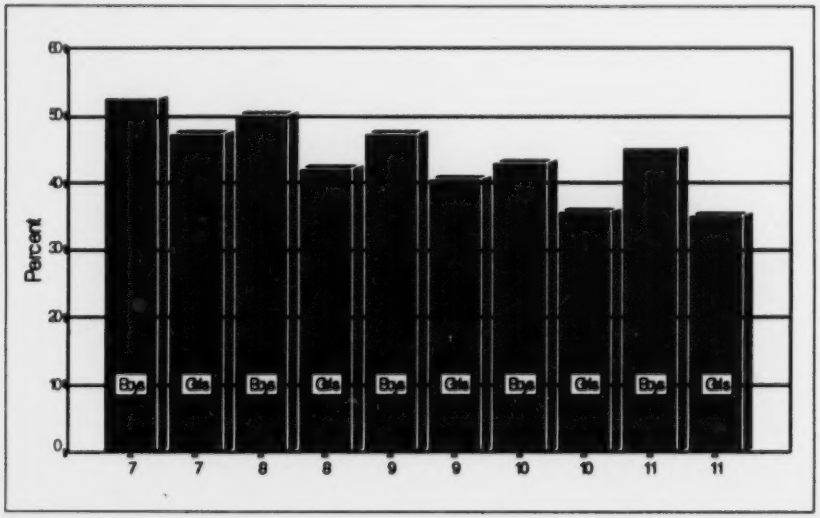
Commentary

1. The comment on the opposite page applies equally to these results.

Question 45: Please choose the answer which describes your close friends

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
More of own sex	52.7	47.5	50.3	42.3	47.6	40.7	43.3	35.9	45.3	35.3
Equal both sexes	40.4	47.5	45.1	52.1	47.7	54.0	52.0	55.9	49.9	56.2
More of opposite sex	6.9	4.9	4.7	5.6	4.8	5.3	4.7	8.2	4.8	8.5
Valid responses	581	612	9186	8857	3838	3838	7925	7548	2771	259



8.1 *The percentage of boys and girls stating that most of their close friends are of their own sex.*

Observations

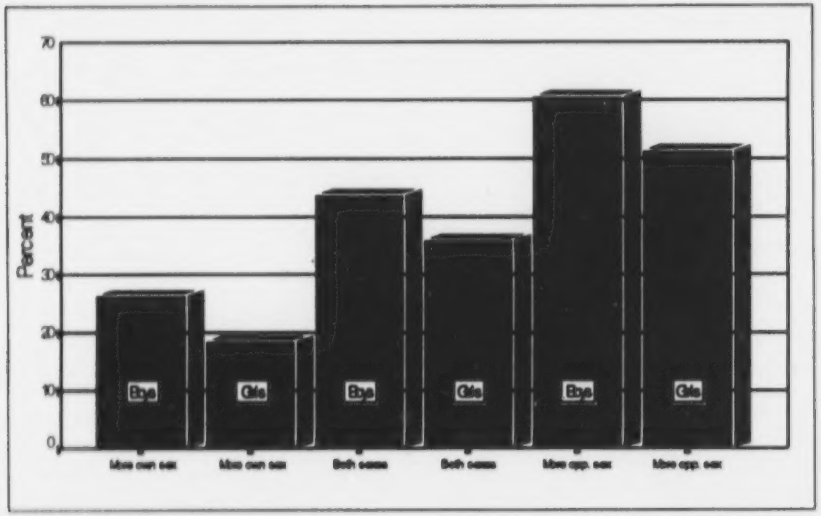
1. This is a very interesting table. Despite the extra unease felt when meeting new people of the opposite sex, the commonest classification for the older girls is *equal both sexes*.
2. A small percentage identify *more of the opposite sex* for both boys and girls, the percentage increasing with increasing age.
3. With increasing age fewer teenagers indicate *more of their own sex*.

Commentary

1. We know nothing about the average numbers of close friends in these different groups.
2. Consistently more boys than girls, of all ages, identify more close friends amongst their own sex. It is commonly observed that girls mature earlier, and their socialising with older boys may contribute to the difference.

Close friends

Percentage responses



8.2 *The percentage of Year 10 boys and girls that are at ease when meeting new members of the opposite sex, broken down by the composition of their close friends.*

New acquaintances and old friends

1. The expressed levels of confidence when meeting members of the opposite sex are displayed in histogram 8.2. It comes as no surprise to find higher levels of confidence amongst members of both sexes that are more familiar with meeting the opposite sex.
2. As reported on page 127, consistently more boys than girls express confidence when meeting new members of the opposite sex.

Question 46: When did you last go to a disco or party?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
In the last week	19.4	22.4	16.6	21.2	16.8	20.5	17.9	22.8	21.4	24.6
In the last 2 weeks	14.6	16.2	10.6	13.2	10.0	14.0	11.0	14.4	12.8	14.3
In the last month	22.2	26.0	23.4	27.8	22.1	27.8	23.6	25.5	22.5	25.9
In the last 6 months	22.7	20.1	25.2	24.0	24.4	22.7	23.7	23.3	21.8	21.4
Not in the last 6 months	17.7	10.8	19.7	11.7	20.4	12.0	19.8	12.3	16.1	10.8
Never been to one	3.3	4.6	4.5	2.1	6.3	3.1	4.0	1.7	5.3	3.1
Valid responses	576	612	9177	8840	3819	3827	7912	7541	2774	2589

Observations

1. From this table it appears that at least half of all the boys had been to a disco or party at least *once in the past month*.
2. For the girls, the number increases from about half in year 7 to two-thirds in Year 10.

Commentary

1. The similarity of the horizontal sets of figures suggests that the importance of parties or discos to the individual is already established by 11 or 12, although the definition of a 'party' may change as they age! Does this grow out of the birthday party circuit which is an indicator of social contacts at a very young age?

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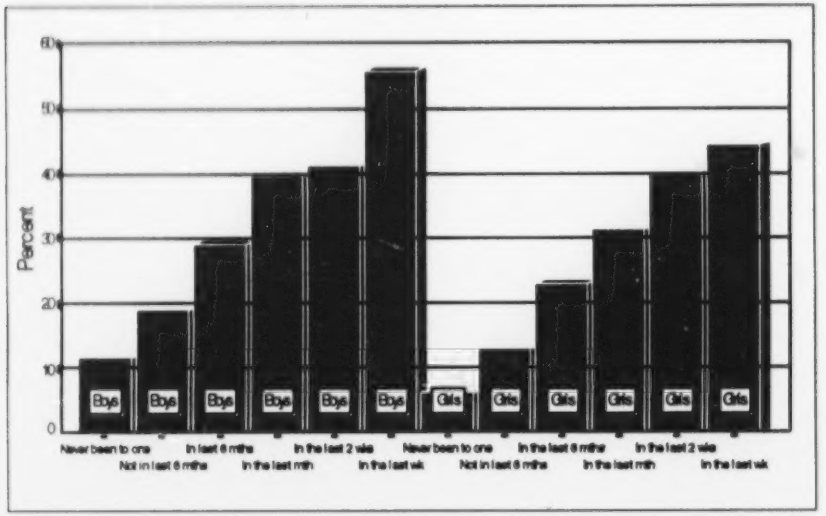
The party spirit

Percentage responses for Year 10 only



8.3 *The percentage of Year 10 boys and girls that had taken an illegal drug on at least one occasion, broken down by frequency of disco/party visits.*

Discos and drugs

1. This analysis was prompted following a similar procedure by Dr Hilary Burton in her report on young people in Cambridgeshire and Huntingdonshire (*Teenage Health Counts*, Cambridgshire & Huntingdonshire Health Commission, 1995). The most frequent partygoers will more often find themselves in close proximity to sources of drugs in surroundings that encourage their use (see page 92).

Question 47: Which of these is your main source of information about sex?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Parents	30.1	44.8	25.2	36.6	21.8	31.4	15.6	24.5	16.3	23.4
School lessons	19.2	12.8	26.3	16.4	21.5	12.4	25.5	15.4	21.0	13.2
Friends	19.2	18.1	22.1	23.0	27.9	29.6	30.7	31.4	34.5	34.7
Brothers, sisters, relations	6.5	4.1	4.4	4.8	4.5	6.3	4.7	5.4	4.2	4.9
Doctor/School nurse	0.9	4.1	1.0	1.8	1.5	0.9	0.9	1.0	0.7	1.1
Family Planning Clinic	1.3	0.4	0.3	0.2	0.3	0.5	0.4	1.3	0.4	1.8
TV, films	16.8	6.9	15.1	4.4	16.8	5.1	16.3	3.5	16.3	4.3
Stories in books, mags.	2.4	4.8	2.7	10.0	2.8	11.1	3.2	14.8	3.3	14.1
Posters, leaflets, ref.books	3.5	3.9	2.8	2.7	2.8	2.7	2.7	2.6	3.2	2.5
Valid responses	541	562	8620	8254	3581	3591	7377	7031	2575	2441

Observations

1. Girls are always more likely to identify *parents* as the main source than are boys; boys are more likely than girls to identify *teachers* as the main source, and their figures are similar across the years.
2. The larger percentages of boys over girls on *TV, videos and films* is noteworthy.

Commentary

1. The main trend with increasing age may be summed up as 'parents out — friends in'.
2. 'Information about sex' seems to mean 'that which is supplied by this particular source'. In other words, these different sources may be supplying different types of information, rather than different versions of the same information. 'Information about contraception' may come largely from school and medical sources.

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Question 48: Which of these should be your main source of information about sex?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Parents	55.2	71.5	53.3	64.3	49.9	62.1	43.4	56.1	43.9	57.3
School lessons	24.2	13.4	28.5	21.4	28.0	20.7	34.8	28.1	31.4	25.1
Friends	5.7	4.2	5.5	4.7	7.1	6.3	6.8	5.3	8.8	6.7
Brothers, sisters, relations	2.5	1.2	1.7	1.8	2.1	2.2	1.8	1.8	2.1	1.6
Doctor/School nurse	3.4	3.7	3.3	3.1	3.4	3.3	3.6	2.7	2.5	2.1
Family Planning Clinic	0.7	0.7	0.7	0.7	0.9	1.0	1.4	1.8	2.1	2.9
TV, films	3.9	0.7	4.2	0.9	4.3	0.9	4.7	1.0	4.6	1.0
Stories in books, mags.	2.1	1.9	1.0	1.5	1.4	1.8	0.9	1.7	1.6	1.7
Posters, leaflets, ref.books	2.3	2.7	1.8	1.5	2.9	1.8	2.6	1.6	3.0	1.7
Valid responses	563	589	8908	8587	3695	3708	7587	7186	2622	2487

Observations

1. The most startling feature of this table, which has resulted every time the survey has been conducted, is the very large number who say that their *parents* should be their main source of information about sex.

Commentary

1. The perceived importance of parents has often been used to support the claim that parents are failing to support their children when it come to the 'facts of life', and so they go to their friends and end up with inaccurate or misleading information. However, follow-up work and the experience of numerous interviews indicates that young people would find talking about 'sex' with their parents as embarrassing as the parents would themselves!
2. A method has been developed at the Unit which permits the examination of this and associated data with parents at a parents' evening, the object being firstly to make them more comfortable, and secondly to enable them to participate with the school in a co-operative programme of sex education across the five years of secondary education. See *Parents and Sex Education*, Schools Health Education Unit, 1993.

Question 49: [If you wanted to share problems about school, to whom would you probably turn?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	27.6	40.7	28.9	35.9	28.0	34.8	27.3	33.8	24.1	33.4
Father	4.8	1.0	6.3	2.6	6.6	2.8	6.7	3.2	6.0	3.1
Mother and father	27.6	17.1	24.2	15.9	21.0	13.9	19.3	14.4	17.0	13.4
Brother or sister	2.0	2.9	3.9	4.9	4.4	5.9	5.1	5.8	5.8	5.4
Other relation	0.7	0.5	0.8	0.9	1.1	1.2	0.8	1.2	1.2	1.3
Teacher	10.9	10.2	7.9	8.1	8.2	8.1	8.4	8.2	9.9	10.8
Friend	6.5	12.5	9.3	19.7	10.9	21.3	13.0	22.9	14.9	21.8
School nurse	0.0	0.2	0.1	0.3	0.1	0.4	0.1	0.2	0.1	0.2
No one	2.6	2.1	4.5	2.7	4.9	2.4	6.0	3.1	6.7	3.1
Have no problem	17.2	12.8	14.0	9.0	14.9	9.1	13.3	7.1	14.3	7.5
Valid responses	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *Parents* are the most obvious resource here (whether it is *mother, father* or *mother and father*).
2. The next highest level of percentages comes under the category of *friends*, and increases substantially across the years.

Commentary

1. We are always unhappy to consider the number of young people who say they would turn to *no one*. They may have other sources of support, but our suspicion is that these individuals do not have anyone to turn to over some issues.
2. Could *teachers* have expected a higher placing in the list?

Question 49: [If you wanted to share money problems, to whom would you probably turn?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	20.3	31.9	23.3	31.3	24.6	33.8	23.7	32.8	25.6	33.8
Father	17.1	11.2	18.2	14.7	18.0	14.4	18.5	14.8	18.2	14.4
Mother and father	27.0	19.7	24.5	21.5	24.3	22.0	24.5	23.4	24.2	22.8
Brother or sister	2.9	2.3	3.4	3.5	4.2	4.4	3.9	4.4	5.3	4.7
Other relation	1.0	0.7	0.9	1.1	0.9	1.1	1.1	1.5	1.2	1.4
Teacher	0.0	0.0	0.3	0.2	0.2	0.2	0.2	0.1	0.0	0.1
Friend	2.2	4.1	3.2	6.1	4.0	6.5	5.2	8.2	5.8	8.9
School nurse	0.0	0.2	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.2
No one	2.9	3.1	5.1	4.3	4.9	3.8	5.7	4.3	5.3	4.6
Have no problem	26.6	27.0	21.1	17.2	18.9	13.7	17.2	10.6	14.3	9.1
Valid responses	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *Parents* are an abundant and obvious resource.
2. The *father* category receives more 'votes' in this table than in any other table as a single support. (He often shares first place in *mother and father*).
3. Support from *friends* increases with age across the table, although it is lower here than for other problems.

Commentary

1. Money problems seem to be kept almost entirely within the family.

Question 49: [If you wanted to share health problems, to whom would you probably turn?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	29.2	46.3	31.6	50.6	32.3	50.6	34.2	51.4	32.2	50.3
Father	4.6	1.6	5.3	1.3	5.3	1.3	5.5	1.8	5.6	1.8
Mother and father	27.5	17.7	26.8	16.1	24.8	14.5	23.3	14.1	23.6	13.8
Brother or sister	1.4	1.3	1.5	1.9	1.8	2.2	1.8	2.2	2.1	2.6
Other relation	1.0	0.2	0.7	0.9	0.8	1.1	0.8	1.2	0.8	1.6
Teacher	0.7	0.2	0.5	0.5	0.2	0.5	0.5	0.5	0.2	0.3
Friend	1.7	6.2	2.4	7.6	3.5	9.8	3.7	12.2	5.3	12.6
School nurse	8.7	6.3	6.5	5.6	6.7	6.7	5.7	5.3	5.3	5.2
No one	2.7	2.1	4.6	3.3	4.7	3.0	6.2	3.3	5.7	4.0
Have no problem	22.5	18.0	20.1	12.2	19.9	10.3	18.4	7.8	19.3	7.8
Valid responses	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. As expected, *mother* is clearly the major resource here, alone or inthe combined category *mother and father*.
2. The *school nurse* is clearly recognised, particularly with younger groups.
3. Around one in five boys *have no problem*.

Commentary

1. We should, perhaps, have expected *school nurses* to be higher; do pupils recognise them as a resource?

Question 49: [If you wanted to share career problems, to whom would you probably turn?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	18.4	27.2	17.2	26.5	17.6	26.7	15.2	25.5	14.8	21.9
Father	8.7	5.5	11.8	5.8	11.5	6.9	13.8	7.1	12.2	5.6
Mother and father	23.4	17.9	23.2	20.6	26.1	22.7	25.8	22.9	24.4	21.4
Brother or sister	0.9	1.6	1.9	2.3	3.0	3.0	2.1	2.6	3.0	2.4
Other relation	0.3	1.0	1.0	1.0	1.0	1.4	1.4	1.4	1.3	2.1
Teacher	3.8	3.3	4.2	6.2	9.7	13.6	14.5	19.7	20.6	31.5
Friend	2.6	2.9	3.0	5.2	3.3	5.2	3.5	5.6	3.8	5.6
School nurse	0.0	0.3	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.2
No one	4.1	3.3	4.9	3.3	4.5	2.7	5.0	3.1	4.8	2.4
Have no problem	37.9	37.1	32.6	28.9	23.2	17.7	18.7	11.9	15.1	7.0
Valid responses	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The role and practice of the *school* is clearly indicated here, together with the support from *parents*.
2. The *have no problem* category drops off sharply with increasing age.

Commentary

1. It is clear that *teachers* are the most important source of support for girls; it is likely that if the question allowed more than one source to be identified, the importance of teachers to boys would be clearer.

Question 49: [If you wanted to share problems about friends, to whom would you probably turn?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	17.7	38.5	19.3	33.4	14.9	31.9	12.8	30.9	9.6	29.8
Father	6.5	1.5	4.6	2.0	4.8	1.8	4.1	1.5	3.3	1.4
Mother and father	18.9	12.5	16.1	11.9	12.4	9.2	10.5	8.8	8.0	7.6
Brother or sister	6.7	8.1	7.9	11.7	9.3	14.0	9.5	14.2	9.6	15.0
Other relation	1.0	1.1	1.1	1.9	1.3	2.3	1.2	2.6	1.3	3.5
Teacher	3.2	5.0	2.7	3.6	2.1	2.9	1.8	2.4	1.5	2.3
Friend	13.7	12.0	15.6	17.8	18.8	18.4	23.5	23.3	28.5	23.7
School nurse	0.2	0.3	0.1	0.2	0.3	0.3	0.2	0.3	0.3	0.3
No one	6.8	6.0	11.2	7.4	13.1	8.1	15.3	8.3	15.3	8.4
Have no problem	25.3	14.8	21.4	10.1	23.0	11.1	21.0	7.7	22.6	8.0
Valid responses	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The selection of the categories in this table is more evenly spread than in earlier tables. However, *friends* are very important.
2. Over a fifth of boys in all age groups *have no problem;* more girls report problems.
3. A noticeable number, particularly older boys, would turn to *no one*.

Commentary

1. Boys are more likely to say *have no problem* to all this set of questions, but particularly this one.

Question 49: [If you wanted to share family problems, to whom would you probably turn?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	11.9	14.1	10.9	9.0	10.5	8.5	8.3	6.6	7.5	6.8
Father	3.1	1.0	2.8	1.3	3.0	1.4	2.3	0.9	2.1	1.0
Mother and father	15.7	12.0	14.5	8.2	12.6	6.7	10.4	5.0	10.7	4.9
Brother or sister	7.3	4.2	6.6	6.0	6.7	6.2	7.5	6.2	7.7	5.7
Other relation	9.4	5.5	9.4	6.9	10.2	7.4	8.3	5.3	8.3	6.0
Teacher	4.9	5.7	3.6	3.4	3.3	2.9	2.8	3.5	2.0	3.6
Friend	11.8	30.1	16.9	44.1	17.2	45.1	22.6	55.4	24.2	55.9
School nurse	0.7	1.0	0.5	0.8	0.5	1.1	0.5	0.6	0.2	0.6
No one	7.5	6.3	10.2	6.8	11.2	7.5	13.9	7.2	14.1	7.4
Have no problem	27.6	20.0	24.6	13.5	24.7	13.3	23.4	9.3	23.1	8.2
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. *Friends* are clearly a major resource here.
2. Around a quarter of boys in all age groups select *have no problem*; the percentage of girls reduces from 20 to 8.

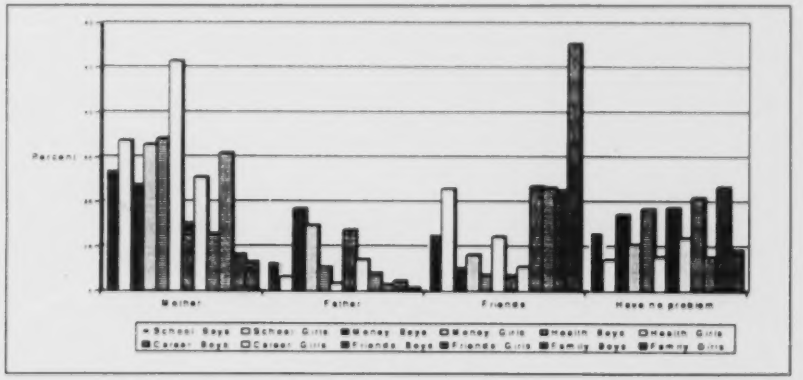
Commentary

1. The very large differences between the percentages for boys and girls that *have no problem* demands clarification.

Question 49: Summary of responses

Percentage responses for Year 10 only

	School		Money		Health		Career		Friends		Family	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	27.3	33.8	23.7	32.8	34.2	51.4	15.2	25.5	12.8	30.9	8.3	6.6
Father	6.7	3.2	18.5	14.8	5.5	1.8	13.8	7.1	4.1	1.5	2.3	0.9
Mother and father	19.3	14.4	24.5	23.4	23.3	14.1	25.8	22.9	10.5	8.8	10.4	5.0
Brother or sister	5.1	5.8	3.9	4.4	1.8	2.2	2.1	2.6	9.5	14.2	7.5	6.2
Other relation	0.8	1.2	1.1	1.5	0.8	1.2	1.4	1.4	1.2	2.6	8.3	5.3
Teacher	8.4	8.2	0.2	0.1	0.5	0.5	14.5	19.7	1.8	2.4	2.8	3.5
Friend	13.0	22.9	5.2	8.2	3.7	12.2	3.5	5.6	23.5	23.3	22.6	55.4
School nurse	0.1	0.2	0.1	0.0	5.7	5.3	0.2	0.1	0.2	0.3	0.5	0.6
No one	6.0	3.1	5.7	4.3	6.2	3.3	5.0	3.1	15.3	8.3	13.9	7.2
Have no problem	13.3	7.1	17.2	10.6	18.4	7.8	18.7	11.9	21.0	7.7	23.4	9.3



Observations

1. *Family* and *friends* are the most important sources of help for all the problems listed.
2. From the bottom line it appears that *school* is the biggest problem for boys and girls, and that overall fewer boys than girls seem to be bothered by these problems.

Commentary

1. We believe that this is a helpful way of bringing the relative value of the different sources of help into perspective.

8.4 *The data for 'mother', 'father', 'friends', and 'have no problem' from the table above.*

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Question 50: How much do you worry about the problems listed below?

Percentage responding QUITE A LOT and A LOT

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
School	13.0	18.2	14.4	19.7	12.4	17.6	15.3	23.2	18.2	27.3
Money	13.0	11.2	13.6	13.8	14.4	16.2	17.1	19.8	19.2	22.7
Health	17.6	22.9	16.9	24.7	15.4	23.7	13.4	23.6	12.9	21.8
Career	9.9	7.8	10.2	9.4	16.9	19.6	20.3	23.2	29.3	39.0
Unemployment	11.3	5.9	11.8	9.7	17.8	16.4	20.7	21.1	28.5	30.9
Friends	12.8	29.4	15.3	31.9	12.6	28.7	12.8	32.0	11.1	26.2
Family	21.0	28.3	23.0	33.2	21.2	32.2	18.5	36.3	17.8	33.1
How you look	20.8	41.6	25.5	51.6	24.0	53.3	28.6	57.2	25.3	54.1
Drugs	14.8	16.6	15.6	18.4	13.7	18.3	12.8	16.8	13.2	18.0
HIV/AIDS	14.7	18.2	18.5	21.9	18.6	24.7	21.2	29.4	24.9	31.9
None of the above	47.3	34.6	42.7	26.1	42.3	23.5	38.0	18.8	33.1	17.3
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

	Boys	*Girls*
1.	Career	How you look
2.	Unemployment	Career
3.	How you look	Family
4	HIV/AIDS	HIV/AIDS
5.	Money	Unemployment

8.5 *The 'Top 5' problems causing most concern for boys and girls in Year 11.*

Observations

1. The boys appear to have a 'laid back' attitude, the largest percentages occurring in the *none of the above* category.
2. *How you look* is by far the most serious worry for girls of all ages.

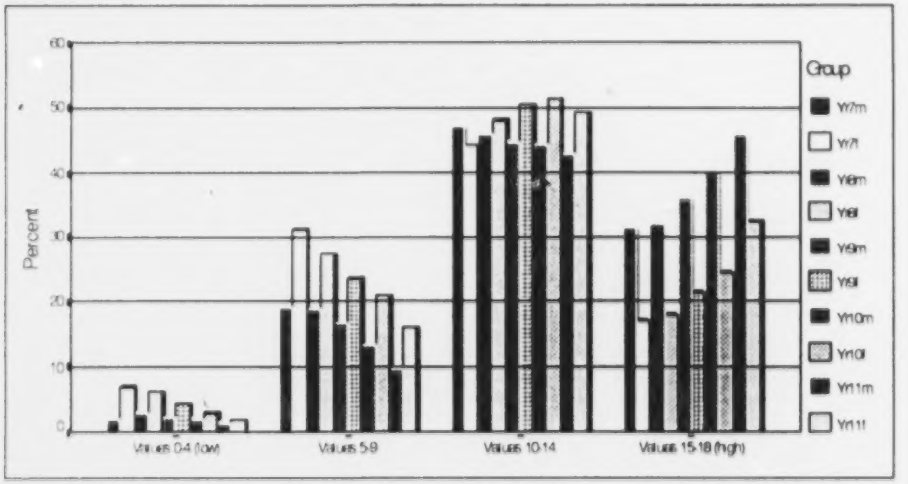
Commentary

1. We can only speculate on the extra sources of support these young people may have for the extra problems (*unemployment*, *how you look*, *drugs*, and *HIV/AIDS*) that are listed here.

Question 51: [Self-esteem measurement — combined results from parts a – l, scale 0 – 18]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
Values 0–4 (low)	2.1	7.0	3.0	6.2	2.3	4.4	2.1	3.0	1.5	1.9
Values 5–9	19.3	31.3	18.9	27.6	16.6	23.6	13.4	21.0	9.7	16.1
Values 10–14	47.1	44.5	45.9	48.2	44.9	50.5	44.5	51.4	42.9	49.4
Values 15–18 (high)	31.5	17.2	32.1	18.0	36.2	21.5	40.1	24.6	45.9	32.5
Valid responses	524	571	8588	8349	3587	3617	7600	7302	2673	2514



Observations

1. The total scores show that this measure of self-esteem is higher with increasing age.
2. More boys than girls are found in the high self-esteem group.

Commentary

1. This measurement is derived from a set of nine items taken from a standard self-esteem enquiry instrument developed by Denis Lawrence (see page xxxiii). Several of the items are about social competence (see page 11 of the questionnaire in the Appendix).
2. The difference between boys and girls discovered here is also found using nearly all measures of self-esteem — is the girls' self-esteem really lower, or are boys more defensive, or both?
3. This marked gender difference is not always found within individual schools or districts.

8.6 *The data from the table above.*

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Questions 52a & 52b: "I am in charge of my health" and "If I keep healthy, I've just been lucky"

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
"I am in charge of my health"										
Disagree	14.6	12.1	13.9	10.3	14.2	10.9	10.8	8.9	11.4	8.1
Not sure	30.5	38.9	31.7	35.7	28.9	34.0	26.8	30.4	23.1	28.3
Agree	54.9	49.0	54.3	54.0	56.9	55.1	62.4	60.7	65.6	63.6
"If I keep healthy, I've just been lucky"										
Disagree	52.3	42.5	53.6	44.9	53.7	44.6	54.3	46.4	54.2	47.2
Not sure	27.5	38.3	30.0	37.2	29.2	37.0	30.3	37.9	28.7	35.3
Agree	20.2	19.2	16.4	17.9	17.1	18.4	15.4	15.8	17.1	17.5
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. A steady increase in agreement with the statement in question 52a is seen for the older boys and girls, with no obvious difference between the sexes.
2. Over half the young people think that they are in charge of their health.
3. Question 52b reveals that about half the boys, and fewer girls, think that keeping healthy is not just a matter of luck.

Commentary

1. These and the two following questions generate a 'health locus of control' score (see page 145).

Questions 52c & 52d: "If I take care of myself I'll stay healthy" and "Even if I look after myself I can still easily fall ill"

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***	***B***	***G***
"If I take care of myself I'll stay healthy"										
Disagree	10.7	9.5	10.0	7.6	9.5	8.6	8.8	7.7	9.9	8.4
Not sure	17.7	22.5	19.3	21.9	18.0	20.0	17.4	20.4	16.8	19.0
Agree	71.6	68.0	70.7	70.5	72.6	71.4	73.8	71.8	73.4	72.6
"Even if I look after myself I can still easily fall ill"										
Disagree	21.9	14.0	21.8	13.6	21.3	14.3	19.7	12.6	21.6	13.1
Not sure	32.9	41.3	31.5	36.4	31.2	34.5	31.5	33.5	29.5	29.7
Agree	45.2	44.7	46.7	50.0	47.5	51.2	48.8	53.9	48.9	57.2
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The great majority agree with the statement in question 52c.
2. About half the young people agree with the statement in question 52d, but over 20% of the boys disagree.

Commentary

1. These two statements appear to say the opposite thing, but the responses do not reflect this. The first set of answers shows 70% agreeing that they will stay healthy if they take care of themselves; the second set show about half agreeing that they can still easily fall ill even if they look after themselves.
2. Do the concepts of 'taking care' and 'looking after', and of 'staying healthy' and 'falling ill', need clarification?

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Question 52 [Health locus of control score (-4 to +4)]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
–4 to –2 (external)	4.9	5.6	5.4	4.9	5.0	4.9	4.4	5.3	4.6	4.7
–1 to 0	32.6	37.2	30.3	33.0	30.4	33.8	26.8	30.6	26.9	30.8
+1 to +2	43.7	42.8	44.7	47.2	44.7	46.9	47.7	47.3	46.5	48.5
+3 to +4 (internal)	18.8	14.5	19.6	14.9	19.9	14.4	21.1	16.8	22.0	16.0
Valid responses	568	608	8996	8745	3766	3789	7827	7511	2733	2577

Observations

1. Boys have more positive scores (internal locus of control, feeling in control of their own destiny) than do the girls, who have more negative scores (external locus of control, feeling that external factors determine their health).
2. From these figures, around a third of the young people register various degrees of helplessness in the face of external influences on their health.

Commentary

1. The importance of these questions is that a young person's general feelings of 'fatalism v. control' may act as a powerful filter of other health education messages — what is the point of cutting down on fat if cancer or pollution will; get you first?
2. While being realistic about the likely benefits of health-promoting activity, health educators often seek to promote the idea that genuine benefits to health can be achieved through individual action.

Question 53a: [Which adults do you get on best with?]

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Mother	25.8	36.8	26.9	36.2	28.1	37.9	26.1	36.5	27.2	36.9
Father	10.1	6.1	11.2	7.7	12.1	7.4	12.8	8.8	12.8	7.7
Mother & father	52.4	43.4	44.5	35.0	38.9	29.0	35.0	24.5	29.4	22.3
Adult brother or sister	3.5	5.9	7.4	8.2	9.4	10.1	11.9	12.2	14.7	13.3
Other relation	4.6	3.0	4.4	5.3	4.9	7.1	5.5	6.7	5.7	7.4
Teacher	1.2	0.5	0.5	0.6	0.5	0.7	0.7	1.0	0.7	0.8
Adult friend	1.8	2.4	3.1	5.0	4.2	5.8	6.1	8.4	7.5	9.8
School nurse	0.0	0.2	0.1	0.2	0.1	0.2	0.0	0.2	0.1	0.1
No one	0.5	1.8	1.9	1.9	1.9	1.9	1.7	1.8	1.9	1.7
Valid responses	565	595	8926	8686	3725	3766	7774	7423	2727	2556

Observations

1. Parents are central here, either as *mother*, *father*, or *both*.
2. The highest percentages of boys identify *both parents*, with *mother* second.
3. *Mother* is first for the girls, except for *both parents* in Year 7.
4. With increasing age, both boys and girls identify an *adult sibling* as important, and *adult friends* also become more significant.

Commentary

1. These votes match with the sources of support identified in earlier questions.
2. Should we be reassured by the large proportion voting for adults in the family, or worried by those voting for others?
3. Is the tiny *no one* category cause for concern?

Question 53b: How many adults can you really trust?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
None	3.2	4.1	5.1	4.7	6.9	6.5	6.2	6.1	6.8	6.0
One	7.7	7.3	7.5	9.2	8.2	10.4	7.3	10.2	8.4	9.8
Two	24.6	22.7	21.8	22.6	21.0	20.5	18.7	19.8	17.3	18.4
3–5	23.9	32.8	27.0	32.6	27.7	34.7	30.1	37.1	30.1	37.0
6–10	16.0	16.1	17.7	17.0	16.5	16.2	19.0	16.7	17.9	17.7
11–20	9.3	8.6	9.5	7.8	8.8	6.1	9.2	5.9	9.2	6.4
More than 20	15.4	8.3	11.3	6.2	10.9	5.7	9.5	4.0	10.2	4.8
Valid responses	570	603	8985	8745	3767	3794	7833	7498	2753	2575

Year	*7*	*8*	*9*	*10*	*11*
Boys	7	7	7	7	6
Girls	6	6	5	5	5

8.7 *The average number of 'really trustworthy' adults derived from the table.'*

Observations

1. For both sexes, the median number of adults is 3–5.

Commentary

1. The percentage recording *no one* is always striking.

Question 64: Can the HIV virus be passed on by any of the following?

Percentage responding YES

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Drug taking — by mouth	10.8	6.7	8.9	6.5	8.5	5.5	5.4	3.2	4.8	3.6
Drugs — by injecting	14.3	13.0	17.6	14.9	20.1	15.7	17.5	14.2	18.1	15.1
Drugs — by needle sharing	63.3	66.2	76.6	81.8	83.1	86.5	92.1	95.3	92.6	94.9
Blood donations in UK	22.9	24.2	25.3	23.9	24.2	23.2	19.6	18.6	19.0	19.1
Blood transfusions in UK	35.3	34.5	39.1	40.9	41.0	43.3	41.3	45.9	43.9	46.6
Touching skin	3.4	2.1	2.3	1.2	2.6	1.4	1.5	0.7	1.5	1.1
From lavatory seats	6.7	6.8	6.2	5.3	5.2	4.5	4.1	3.3	3.5	2.7
Mouth-to-mouth resuscitation	11.1	6.5	9.1	6.6	7.8	5.3	6.9	5.1	5.5	5.6
Contact with blood in first aid	39.2	39.8	49.9	52.5	54.1	56.8	64.4	72.1	65.4	72.5
ight kissing	7.2	4.1	3.8	2.6	2.9	2.1	2.0	1.1	1.7	1.0
Deep kissing	21.5	16.3	16.7	14.1	13.9	11.1	11.5	9.8	9.5	9.1
*Sex: male with female +	9.2	7.8	7.4	8.1	8.2	8.8	9.2	9.2	9.2	8.4
Sex: male with male+	12.6	8.8	12.0	10.2	11.5	10.6	13.8	11.6	13.4	10.0
Sex: male with female -	60.6	64.9	71.1	77.6	73.8	76.9	87.1	92.2	80.6	84.2
Sex: male with male -	42.3	33.5	52.0	48.0	54.9	52.3	74.5	75.2	73.1	71.3
Sex: female with female -	30.5	25.9	32.3	32.9	31.6	32.6	41.0	43.8	40.8	42.2
None of the above	15.7	13.5	11.6	8.2	9.0	6.7	3.9	2.2	4.3	2.6
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

* All these items specify if a condom is used: + = with, - = without.

Observations

1. The most commonly-identified routes for HIV transmission are:
   (*a*) *Drug-taking* — sharing a needle.
   (*b*) *Male-female intercourse* without a condom.
2. *Blood contact* in first aid and *transfusions* are also identified.

Commentary

1. Clearly, HIV has been transferred by *blood transfusion* in the UK in the past, but there is no longer a risk now that all blood is tested. There is also no risk from *blood donation in* the UK. Anxiety about other infections from other blood products may cross over to issues about HIV.
2. *None of the above* is a derived category, and may mean that answers to all these items were 'don't know' or missing.

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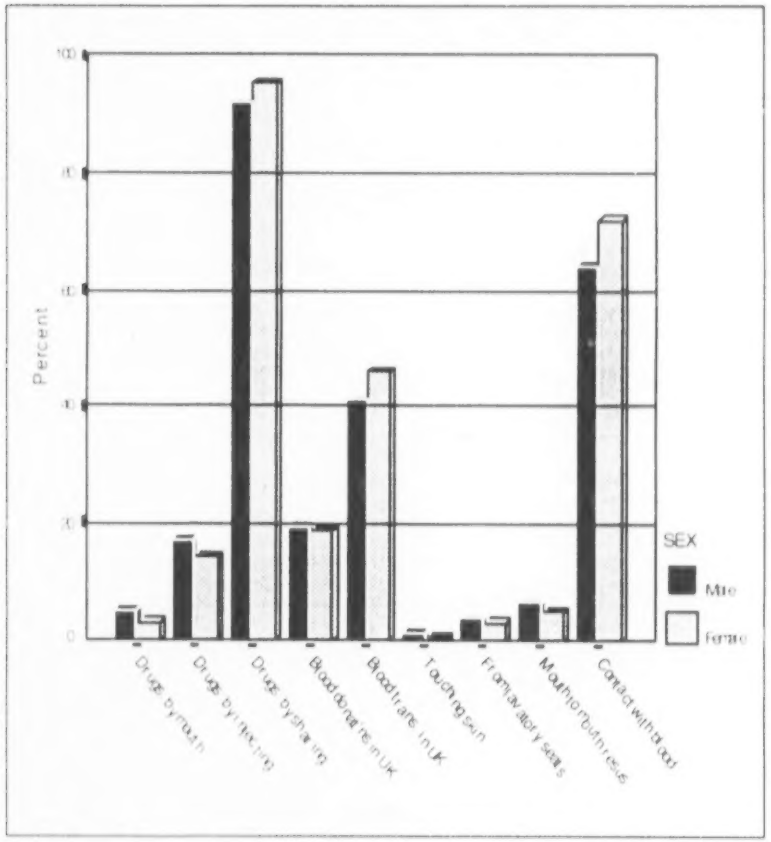
Question 64: Can the HIV virus be passed on by any of the following?

Percentage responding YES for Year 10 only



8.8 *These histograms present the percentages in the opposite table for Year 10 boys and girls.*

Question 65: Have you ever talked about AIDS with these people?

Percentage responding A FEW TIMES + A LOT

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
Parents	15.5	20.0	18.5	25.2	16.6	26.2	21.4	35.3	21.0	35.6
Brothers, sisters	7.0	7.6	7.7	12.0	9.6	16.4	11.6	21.3	12.8	23.8
Close relations	3.1	4.7	4.4	7.2	4.7	9.6	5.8	12.8	7.8	16.8
Friends	18.3	22.9	24.1	39.6	30.0	46.7	39.4	62.9	44.8	66.9
Teachers	5.1	3.6	10.7	13.2	14.0	16.8	29.8	35.0	34.4	41.9
School nurse	2.2	3.7	3.4	5.9	3.4	4.7	6.4	8.0	3.4	5.8
Doctor, or nurse	2.9	3.1	3.6	4.1	3.7	4.8	4.4	5.1	3.5	6.2
None of these	71.7	64.1	61.5	46.9	57.1	40.7	43.1	24.4	38.9	22.6
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. The substantial levels of little or no interaction revealed in the lowest line (*none of these*) are cause for serious reflection.

Commentary

1. Evidence from other researches we have carried out indicates that the more discussion involved, the clearer is the understanding of HIV/AIDS. Thus, the high levels of interaction recorded by both boys and girls with *parents*, with *teachers* and with *friends* can be regarded as very positive.

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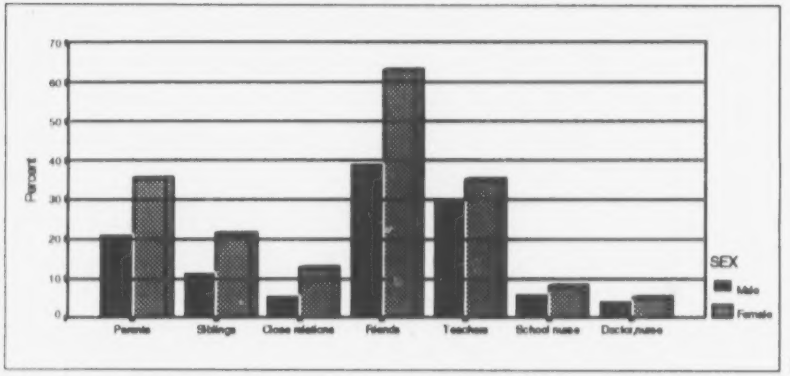
Talking about AIDS

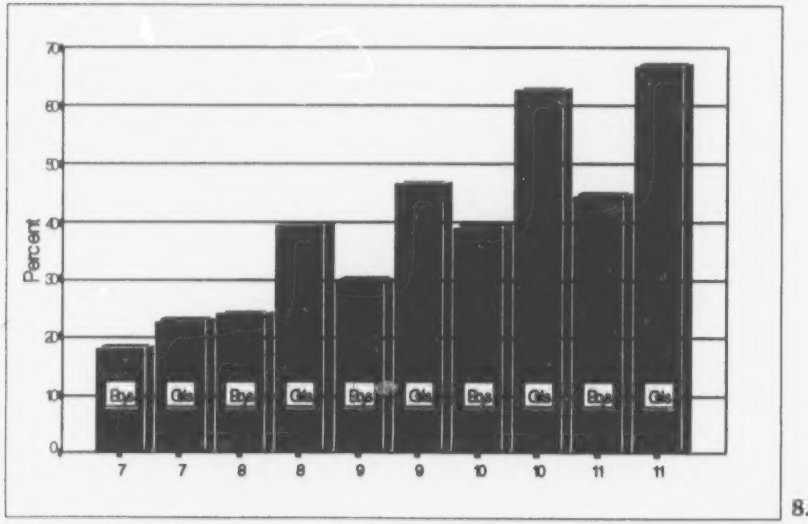
Percentage responses



8.9

Who do the Year 10 group talk to?

1. Histogram 8.9 presents the percentages in the opposite table for Year 10 boys and girls. The high percentage of friends is immediately noticeable, but parents and teachers are also prominent.



8.10

Talking with friends

1. Histogram 8.10 shows the increasing amount of talking about HIV/AIDS being done at the *a few times* or *a lot* level with friends by the older age groups.

Question 66: Have any of these taught you useful facts about AIDS?

Percentage responding SOME or A LOT

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
TV adverts	57.5	55.3	63.3	60.5	69.8	68.1	72.6	69.6	74.5	72.8
TV programmes	57.7	65.5	67.1	71.7	72.5	78.2	78.8	84.1	79.3	84.9
Newspapers	34.6	35.9	41.2	39.7	46.1	45.9	47.9	49.8	51.9	52.8
Posters	38.4	37.4	44.2	47.4	52.5	54.1	54.9	60.4	57.9	64.5
Leaflets	55.1	67.0	61.6	72.5	65.7	77.3	72.6	83.9	73.8	82.6
School videos	46.4	40.7	57.8	56.7	59.9	57.6	73.7	72.5	69.6	70.0
School lessons	38.1	36.4	55.5	53.5	60.7	58.8	76.6	75.8	73.8	73.6
None of these	22.7	13.8	15.1	10.7	12.4	8.0	7.2	3.7	8.1	4.7
Available sample	586	615	9377	8957	3896	3874	7993	7582	2806	2611

Observations

1. Generally, large percentages of young people report positively about the usefulness of each item in this checklist of resources or sources of information.

Commentary

1. Nothing can be said about the accuracy of the information being received.

Question 67: Do you think that you will take care not to get the HIV virus?

Percentage responding A FEW TIMES + A LOT

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
No	5.7	3.6	4.4	2.3	3.8	2.2	2.3	1.2	2.7	1.9
Not sure	8.3	9.2	7.2	6.7	6.8	5.9	5.5	4.0	4.9	4.4
Yes	86.0	87.3	88.4	91.0	89.4	91.9	92.2	94.8	92.4	93.7
Valid responses	541	589	8651	8459	3626	3673	7704	7423	2673	2523

Observations

1. Overwhelmingly, the answer is *Yes*.

Commentary

1. Good news, or not good enough?
2. From previous versions of the questionnaire we know that young people will identify condom use and avoidance of needle-sharing as two of the best precautions to take.

Question 68: Do you know where you can get condoms free of charge?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
No	85.4	88.2	85.2	76.7	73.2	56.5	54.8	31.0	46.8	23.2
Family Planning Clinic	3.8	5.5	6.1	14.4	14.4	32.3	32.5	60.9	43.2	68.9
Doctor or Health Centre	4.0	2.9	4.2	5.8	6.7	7.0	8.6	5.8	8.0	6.8
Hospital	1.5	0.9	0.5	0.1	1.2	0.4	0.3	0.1	0.3	0.3
Parents	2.1	0.3	0.7	0.5	0.4	0.4	0.6	0.2	0.4	0.0
Brothers or sisters	0.2	0.2	0.3	0.1	0.3	0.1	0.3	0.1	0.1	0.1
Friend	0.4	0.2	1.1	0.8	0.6	0.7	0.7	0.3	0.2	0.0
School or College nurse	0.8	0.3	0.4	0.6	0.6	0.3	0.4	0.2	0.2	0.0
Other	1.9	1.5	1.4	1.1	2.6	2.4	1.9	1.4	0.8	0.6
Valid response	528	587	8084	8124	3234	3322	7211	7101	2331	2229

Observations

1. Overwhelmingly the answer is *No* or *Family Planning Clinic*.

Commentary

1. The above is a summary of written responses that have been coded into the most popular categories.
2. Typically there are large numbers of young people who do not know where to go to secure condoms free of charge. However, three-quarters of the Year 11 girls do know.

Question 69: At what age can you obtain condoms free of charge?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
12 years and under	6.3	4.1	5.5	4.5	6.0	5.2	8.4	11.2	8.3	10.5
13 years	2.0	0.9	4.1	4.1	5.5	7.2	5.1	8.2	4.0	7.7
14 years	1.8	1.5	2.5	2.8	5.1	4.0	6.5	6.8	4.8	5.7
15 years	3.1	4.1	3.0	3.0	2.6	2.6	4.4	3.9	4.7	5.9
16 years	15.8	15.2	17.4	20.8	18.7	20.9	21.4	18.8	30.1	24.8
17 years	2.2	2.4	1.9	1.5	1.5	0.9	0.8	0.6	1.3	0.4
18 years	9.9	5.5	6.5	3.4	5.0	2.5	2.3	0.9	2.2	0.9
Don't know	58.7	66.4	59.1	60.0	55.6	56.7	51.2	49.5	44.6	44.1
Valid responses	543	587	8401	8256	3361	3367	7598	7277	2443	2284

Observations

1. Only a minority of under-16s seem to recognise the possibility of obtaining condoms free of charge.

Commentary

1. We know of no official answer to this question, and it may be that locally Family Planning Clinics have no age-related guidelines.

Question 70: Do you know where your local birth control (family planning) services are available?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
No	59.0	50.8	58.7	48.1	55.4	39.7	48.4	29.4	42.7	19.6
Not sure	34.4	41.4	32.0	37.0	28.9	34.7	27.0	27.6	26.7	23.5
Yes	6.6	7.7	9.3	14.9	15.7	25.6	24.6	43.0	30.6	56.9
Valid responses	544	596	8504	8372	3379	3424	7685	7425	2468	2325

Observations

1. A majority of the older girls say *Yes*, but only a minority of boys do so.

Commentary

1. We have learned from local survey co-ordinators that many young people do not recognise that these services may be available, or where to find them.
2. Compared with question 68 (page 154), it is clear that some Year 11 girls, for example, state that they can obtain free condoms from a Family Planning Clinic but do not know where such a service is available.
3. We make no check whether these young people really do know.

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Question 71: Is there a special birth control (family planning) service for young people available locally?

Percentage responses

	Year 7		Year 8		Year 9		Year 10		Year 11	
Responses	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*	*B*	*G*
No	20.1	11.8	18.9	11.2	16.6	9.9	11.4	6.0	9.8	5.4
Don't know	76.2	83.0	75.1	79.4	73.9	72.4	70.9	62.3	67.7	51.1
Yes	3.7	5.2	6.0	9.4	9.6	17.6	17.7	31.7	22.5	43.5
Valid responses	546	594	8551	8409	3377	3429	7695	7431	2463	2324

Observations

1. Again, more girls respond *Yes* than boys of the same age.

Commentary

1. As with the previous question, we have no way of knowing if such services are available — but local survey co-ordinators will know, and it is primarily for their benefit that these questions are included.

Appendix

Version 16 of the
Health Related Behaviour Questionnaire

The following pages reproduce, in reduced form, the Version 16 Health Related Behaviour Questionnaire, which was used to derive the data from the tables in this report.

A copy of the current questionnaire may be obtained by writing to the Schools Health Education Unit at Exeter University.

** * Curriculum planning in secondary schools * **

THE HEALTH RELATED BEHAVIOUR QUESTIONNAIRE

(Version 16.2)

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Schools Health Education Unit
University of Exeter

BEST COPY AVAILABLE

HEALTH RELATED BEHAVIOUR

The purpose of this Questionnaire is to help your Health Authority to plan health care for young people, and to help your teachers plan work in schools. To do this, they need some information about yourself.

These questionnaires are confidential and will not be read by anyone connected with your school. All the analysis is carried out at Exeter University.

Therefore...

(1) Please answer all questions honestly

(2) Do NOT write your name on any page

Do NOT write in the boxes

4

Health Authority map number
(your teacher or supervisor will advise you on this) .....

1 Are you male or female? *Circle ONE number for each answer*
0 = Male 1 = Female 0 1

2 Which National Curriculum school year are you in?
Your teacher or supervisor will tell you which number to circle 07 08 09 10 11 12 13

3 How old are you?
Please give whole years only and ignore months
0 = 11 years 1 = 12 years 2 = 13 years 3 = 14 years 4 = 15 years
5 = 16 years 6 = 17 years 7 = 18 years 8 = 18+ years 0 1 2 3 4 5 6 7 8

4 Which parents do you live with?
Please choose the nearest answer
0 = Mother & father 1 = Mother only 2 = Father only
3 = Mother & stepfather 4 = Father & stepmother 5 = Foster parents
6 = Other 0 1 2 3 4 5 6

5 How many brothers and sisters are younger than you? 0 1 2 3 4 5 6 7 8
6 How many brothers and sisters are older than you? 0 1 2 3 4 5 6 7 8
Please circle the number. Include step-brothers and step-sisters if living at home. If more than 8, circle 8

7 Which of the following most nearly describes you?
0 = Black (Caribbean origin) 1 = Black (African origin)
2 = White (UK or European origin) 3 = Asian origin
4 = Chinese origin 5 = Mixed race or other 0 1 2 3 4 5

15

If 5, please describe .....

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Circle ONE number for each answer

8 How long did you spend doing each of these things below after school yesterday?

0 = No time at all 1 = Up to 1 hour 2 = Up to 2 hours
3 = Up to 3 hours 4 = More than 3 hours

8a Watching live or recorded TV programmes (after school yesterday) 0 1 2 3 4

8b Doing homework (after school yesterday) 0 1 2 3 4

9 Did you spend any time doing any of these things after school yesterday?

0 = No 1 = Yes

9a Watched bought or hired videos (after school yesterday) . . 0 1

9b Listened to tapes, records, or CDs (after school yesterday) . . 0 1

9c Met with friends (after school yesterday) 0 1

9d Used a computer (after school yesterday) 0 1

9e Drew for enjoyment (after school yesterday) 0 1

9f Wrote for enjoyment (after school yesterday) 0 1

9g Read a book for enjoyment (after school yesterday) 0 1

9h Read magazines (after school yesterday) 0 1

9i Cared for pets (after school yesterday) 0 1

9j Scouts, Guides, choir, etc. (after school yesterday) 0 1

9k Played a musical instrument (after school yesterday) 0 1

9l Other *(please write)* . . . . . .

10 *This question is about the work you do outside school during term time.*

Have you a regular paid job?

0 = No 1 = Yes 0 1

If you haven't got a regular paid job go to Question 13b

11 Please select your regular paid term-time job from the following list. If you do more than one, choose the one that pays the most money.

0 = Babysitting 1 = Hairdressing 2 = Working in a shop
3 = Manual work 4 = Paper/milk round 5 = In a hotel, bar or café
6 = Farm work or gardening 7 = Paid housework
8 = Other work (Please write) . . . . . .

0 1 2 3 4 5 6 7 8

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Circle ONE number for each answer

12 How many hours did you work for money last week? *Do NOT write in the boxes*

. . . . . hours

13a How much money did you receive last week from your regular paid work?

£. . . . . p

13b How much money did you receive last week from your weekly pocket money or allowance?

£. . . . . p

41

14a During the last 7 days, have you spent any of your own money on the following items?

0 = No 1 = Yes

Sweets, chocolate, etc.	0 1	Crisps, snacks	0 1
Comics, magazines	0 1	Fast food (hot)	0 1
Alcoholic drinks	0 1	Soft drinks	0 1
Cigarettes	0 1	Arcade games (for fun)	0 1
Sports equipment	0 1	Arcade gambling	0 1
Discos or parties	0 1	Computers/software	0 1
Clothes & footwear	0 1	Presents	0 1
Cosmetics/toiletries	0 1	Jewellery	0 1
Records, CD, tapes	0 1	Leisure/sports centre	0 1
School equipment	0 1	Pets	0 1
Cinema	0 1	Video hire	0 1
Books	0 1		
Fares	0 1		

14b Have you put any of your own money into a savings scheme in the last 7 days?

0 = No 1 = Yes 0 1

15 How much of your own money have you spent during the last 7 days?

£. . . . . p

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Circle ONE number for each answer

16 OUTSIDE LESSON TIME, how often did you take part in the following sports and activities during the past 12 months when they were in season?

1 = Never or hardly ever 2 = Once or twice in a month (when in season)
3 = Weekly (when in season) 4 = Twice a week or more (when in season)

Seasonal activities *Outside lesson time*	Never or hardly ever	Once or twice a month	Weekly	Twice a week or more	*Seasonal activities* *Outside lesson time*	Never or hardly ever	Once or twice a month	Weekly	Twice a week or more
Rugby	1	2	3	4	American football	1	2	3	4
Soccer	1	2	3	4	Cricket	1	2	3	4
Hockey	1	2	3	4	Rounders	1	2	3	4
Netball	1	2	3	4	Golf	1	2	3	4
Tennis	1	2	3	4	Cross-country	1	2	3	4
Rowing	1	2	3	4	Canoeing	1	2	3	4
Riding a bicycle	1	2	3	4	Horse riding	1	2	3	4
Club cycling	1	2	3	4	Scrambling	1	2	3	4
Jogging	1	2	3	4	Hiking/orienteering	1	2	3	4
Track/field events	1	2	3	4	Fishing	1	2	3	4
Sailing	1	2	3	4					

All-year-round activities *Outside lesson time*					*All-year-round activities* *Outside lesson time*				
Squash	1	2	3	4	Table tennis	1	2	3	4
Basketball	1	2	3	4	Volleyball	1	2	3	4
Badminton	1	2	3	4	5-a-side football	1	2	3	4
Roller/ice skating	1	2	3	4	Weight training	1	2	3	4
Judo, karate, etc.	1	2	3	4	Skateboarding	1	2	3	4
Gymnastics	1	2	3	4	Darts	1	2	3	4
Fitness/aerobics	1	2	3	4	Pool	1	2	3	4
Swimming	1	2	3	4	Billiards	1	2	3	4
Dancing	1	2	3	4	Snooker	1	2	3	4
Other *(please write)*						1	2	3	4

17 How fit do you think you are?

0 = Very unfit 1 = Unfit 2 = Moderately fit 3 = Fit
4 = Very fit 0 1 2 3 4

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Circle ONE number for each answer

18 How often do you wash your hands after visiting the lavatory?

0 = Never or almost never 1 = Sometimes 2 = Whenever possible 0 1 2

19 Did you clean your teeth yesterday at any of these times?

0 = No 1 = Yes

19a **Before breakfast?** 0 1
19b **Just after breakfast?** 0 1
19c **During the day?** 0 1
19d **Before going to bed?** 0 1

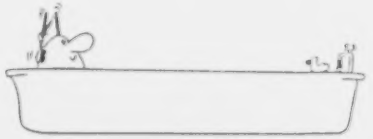
20 On how many days since this time last week have you cleaned your teeth with dental floss?

Please circle the number of days 0 1 2 3 4 5 6 7

21 Please try to remember how many baths or showers you have had since this time last week.

Please circle the number of times.
If more than 8, circle 8

21a **How many baths or showers were at home?** 0 1 2 3 4 5 6 7 8
21b **How many baths or showers were elsewhere (including school)?** 0 1 2 3 4 5 6 7 8



22 Since this time last week, on how many days have you taken remedies for any of the following complaints?

Please circle the number of days

22a **For asthma (pills, inhaler)** 0 1 2 3 4 5 6 7
22b **For colds, throat, or influenza** 0 1 2 3 4 5 6 7
22c **For diabetes** 0 1 2 3 4 5 6 7
22d **For epilepsy** 0 1 2 3 4 5 6 7
22e **For hay fever or allergies** 0 1 2 3 4 5 6 7
22f **For skin problems** 0 1 2 3 4 5 6 7

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Circle ONE number for each answer

23 During the last 7 days, on how many days have you used any of the following remedies or medications?
Please circle the number of days

23a Iron tablets 0 1 2 3 4 5 6 7
23b Vitamin tablets 0 1 2 3 4 5 6 7
23c Antibiotics 0 1 2 3 4 5 6 7
23d Painkillers (for headaches, etc.) 0 1 2 3 4 5 6 7
23e Lotions or creams 0 1 2 3 4 5 6 7
23f Laxatives 0 1 2 3 4 5 6 7
23g Herbal or homeopathic remedies 0 1 2 3 4 5 6 7
23h Other *(please write)* 0 1 2 3 4 5 6 7

24 How long ago did you last visit the doctor?
0 = In the past 7 days 1 = In the past month
2 = In the past 3 months 3 = In the past 6 months
4 = In the past year 5 = More than a year ago 0 1 2 3 4 5

25 On this last visit, did you feel at ease with the doctor?
0 = Very uneasy 1 = Quite uneasy 2 = A little uneasy 3 = At ease 0 1 2 3

26 When you run, do you 'wheeze' and have trouble breathing (not just out of breath)?
0 = Never 1 = Occasionally 2 = Quite often 3 = Very often 0 1 2 3

27 Do you have a night cough which disturbs your sleep?
0 = Never 1 = Occasionally 2 = Quite often 3 = Very often 0 1 2 3

28 How long ago did you last visit the dentist?
0 = In the past 7 days 1 = In the past month
2 = In the past 3 months 3 = In the past 6 months
4 = In the past year 5 = More than a year ago 0 1 2 3 4 5

29 This question is about your last visit to the dentist. ▼ 29
0 = No 1 = Yes

29a Did you have a routine check-up? 0 1
29b Did you have any fillings done? 0 1
29c Did you have fissure sealing? 0 1
29d Did you have any teeth out (extractions)? 0 1
29e Were your teeth scaled and polished? 0 1
29f Did you have a brace fitted or examined? 0 1
29g Were you given advice on brushing? 0 1
29h Were you given advice on 'flossing'? 0 1
29i Did you have any other treatment? *(Please write)*

. . . . . .

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Circle ONE number for each answer

30 What did you do for lunch yesterday?
Please choose the nearest answer
0 = Had cafeteria lunch in school
1 = Had a set lunch in school
2 = Ate a packed lunch
3 = Bought lunch from a takeaway or shop
4 = Went home for lunch
5 = Did not have any lunch 0 1 2 3 4 5

31 What did you have for breakfast this morning?
0 = No 1 = Yes

31a Nothing at all 0 1
31b Tea or coffee 0 1
31c Drink of milk 0 1
31d Fruit juice 0 1
31e Tinned or fresh fruit 0 1
31f Toast or bread 0 1
31g Cereal *(Please name . . . . .)* . . . . . 0 1 ▼ 17
31h Cooked breakfast *(Please describe . . . . .)* 0 1
31i Something else *(Please write)* 0 1

. . . . . .

32 When choosing what to eat, do you consider your health?
0 = Never 1 = Sometimes 2 = Quite often
3 = Very often 4 = Always 0 1 2 3 4

33 Which statement describes you best?
0 = I would like to put on weight
1 = I would like to lose weight
2 = I am happy with my weight as it is 0 1 2

34 Do you know your height in cm?
If YES, write it in, if NO circle 'Not sure'

Do NOT write in the boxes

My height is . . . . . cm *OR* ***Not sure***

35 Do you know your weight in kg?
If YES, write it in, if NO circle 'Not sure'

My weight is . . . . . kg *OR* ***Not sure***

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Circle ONE number for each answer

36 Please study each item in this list of foods, decide how often you eat them or things made from them, and circle a number.

0 = Rarely or never
1 = Occasionally
2 = At least once a week
3 = On most days

	Rarely or never / Occasionally / At least once a week / On most days					Rarely or never / Occasionally / At least once a week / On most days			
Lamb, beef, pork, etc.	0	1	2	3	Boiled or mashed potatoes	0	1	2	3
Poultry (chicken, etc.)	0	1	2	3	Jacket potatoes	0	1	2	3
Vegetarian pasties, samosas	0	1	2	3	Chips or roast potatoes	0	1	2	3
Meat pasties, pies, samosas	0	1	2	3	Yams	0	1	2	3
Vegetarian burgers or sausages	0	1	2	3	Pasta	0	1	2	3
Meat burgers or sausages	0	1	2	3	Sugar-coated cereals	0	1	2	3
Oily fish (e.g. mackerel)	0	1	2	3	High-fibre cereals or muesli	0	1	2	3
Other fish or fish fingers	0	1	2	3	Other cereals	0	1	2	3
Eggs	0	1	2	3					
					Fresh fruit	0	1	2	3
Ordinary milk	0	1	2	3	Ice cream	0	1	2	3
Semi- or skimmed milk	0	1	2	3	Baked beans	0	1	2	3
Soya milk	0	1	2	3	Peas, beans, or lentils	0	1	2	3
Yoghurt	0	1	2	3	Tofu	0	1	2	3
Low-fat cheese	0	1	2	3	Nuts	0	1	2	3
Other cheese	0	1	2	3	Plantain	0	1	2	3
Low-fat butter or margarine	0	1	2	3	Vegetables	0	1	2	3
Butter or margarine	0	1	2	3	Salads	0	1	2	3
Ghee	0	1	2	3	Pizza	0	1	2	3
Vegetable oils	0	1	2	3					
					Fruit juice	0	1	2	3
High-fibre white bread	0	1	2	3	Low-cal. drinks (e.g. diet coke)	0	1	2	3
Ordinary white bread	0	1	2	3	Fizzy drinks (not low-calorie)	0	1	2	3
Wholemeal bread	0	1	2	3	Biscuits, cakes, or tarts	0	1	2	3
Chapatti flour	0	1	2	3	Crisps	0	1	2	3
Maize flour	0	1	2	3	Sweets, chocolate, choc bars	0	1	2	3
Rice	0	1	2	3	Sugar added to hot drinks	0	1	2	3

41 ▼ 71 ▼*

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Circle ONE number for each answer

Do NOT write in the boxes

37 How many cigarettes have you smoked during the last 7 days?

Please write the number .....

38 Which statement describes you best?

0 = I have never smoked at all, not even a puff
1 = I have tried smoking once or twice
2 = I used to smoke, but I don't now
3 = I smoke occasionally
4 = I smoke regularly 0 1 2 3 4

39 Which statement describes you best?

0 = I don't smoke now and I never will
1 = I don't smoke now but I may when I am older
2 = I smoke, but would like to give up
3 = I smoke and don't want to give up 0 1 2 3

40 Do any of these people smoke on most days?

0 = No 1 = Yes

40a	**Mother**	0 1	
40b	**Father**	0 1	
40c	**Brother**	0 1	
40d	**Sister**	0 1	
40e	**Other close relation**	0 1	
40f	**Close friend**	0 1	18 ▼

41 How many people smoke on most days, in your home?

Please write the number, including yourself if you smoke .....

42 Have you a steady boyfriend or girlfriend at the moment?

Please choose the nearest answer

0 = I have never had one
1 = No, not at the moment
2 = Yes, we have been friends for a few weeks
3 = Yes, we have been friends for 2 months or more
4 = Yes, we have been friends for a year or more 0 1 2 3 4

43 How do you usually feel when meeting people of <u>your own age and sex</u> for the first time?

0 = Very uneasy 1 = Quite uneasy 2 = A little uneasy 3 = At ease 0 1 2 3

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Circle ONE number for each answer

44 How do you usually feel when meeting people of your own age and opposite sex for the first time?

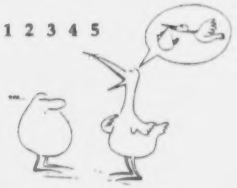
0 = Very uneasy 1 = Quite uneasy 2 = A little uneasy 3 = At ease 0 1 2 3

45 Please choose the answer which describes your close friends.

0 = More are of my own sex
1 = I have about the same number of friends of both sexes
2 = More are of the opposite sex 0 1 2

46 When did you last go to a disco or party?

0 = Within the last week 1 = Within the last 2 weeks
2 = Within the last month 3 = Within the last 6 months
4 = Not within the last 6 months 5 = I have never been to either 0 1 2 3 4 5



47 Which of these is your main source of information about sex?

0 = My parents 1 = School lessons 2 = Friends
3 = Brothers, sisters, other close relations
4 = Doctor/School nurse 5 = Family Planning Clinic
6 = TV, films 7 = Stories in books, magazines
8 = Posters, leaflets, reference books 0 1 2 3 4 5 6 7 8
Other (please write) .....

48 Which of these do you think should be your main source of information about sex?

0 = My parents 1 = School lessons 2 = Friends
3 = Brothers, sisters, other close relations
4 = Doctor/School nurse 5 = Family Planning Clinic
6 = TV, films 7 = Stories in books, magazines
8 = Posters, leaflets, reference books 0 1 2 3 4 5 6 7 8
Other (please write) .....

49 If you wanted to share any of the problems listed below, to whom would you probably turn?

Please choose the nearest answer

0 = Mother 1 = Father 2 = Mother and father
3 = Brother or sister 4 = Other relation 5 = Teacher
6 = Friend 7 = School nurse 8 = No one 9 = Have no problem

	Mother	Father	Mother and father	Brother or sister	Other relation	Teacher	Friend	School nurse	No one	Have no problem
49a School problems	0	1	2	3	4	5	6	7	8	9
49b Money problems	0	1	2	3	4	5	6	7	8	9
49c Health problems	0	1	2	3	4	5	6	7	8	9
49d Career problems	0	1	2	3	4	5	6	7	8	9
49e Problems with friends	0	1	2	3	4	5	6	7	8	9
49f Family problems	0	1	2	3	4	5	6	7	8	9

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Circle ONE number for each answer

50 How much do you worry about the problems listed below?

0 = Never 1 = Hardly ever 2 = A little
3 = Quite a lot 4 = A lot

	Never	Hardly ever	A little	Quite a lot	A lot
50a School problems	0	1	2	3	4
50b Money problems	0	1	2	3	4
50c Health problems	0	1	2	3	4
50d Career problems	0	1	2	3	4
50e Unemployment	0	1	2	3	4
50f Problems with friends	0	1	2	3	4
50g Family problems	0	1	2	3	4
50h The way you look	0	1	2	3	4
50i Drugs	0	1	2	3	4
50j HIV/AIDS	0	1	2	3	4

41

51 Please think about each of the following statements.

0 = Disagree 1 = Not sure 2 = Agree

51a	"There are lots of things about myself that I would like to change."	0 1 2
51b	"When I have something to say in front of teachers in class, I usually feel uneasy."	0 1 2
51c	"I often fall out with other pupils at school."	0 1 2
51d	"I often feel lonely at school."	0 1 2
51e	"I think other pupils usually say nasty things about me."	0 1 2
51f	"When I want to tell a teacher something I usually feel shy."	0 1 2
51g	"I often have to find new friends because my old ones are with somebody else."	0 1 2
51h	"I usually feel foolish when I have to talk to my parents."	0 1 2
51i	"I feel comfortable talking to other pupils at school."	0 1 2

52 How much do you agree or disagree with these statements?

0 = Disagree 1 = Not sure 2 = Agree

52a	"I am in charge of my health."	0 1 2
52b	"If I keep healthy, I've just been lucky."	0 1 2
52c	"If I take care of myself I'll stay healthy."	0 1 2
52d	"Even if I look after myself I can still easily fall ill."	0 1 2

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53a Please decide with which of these adults you get on best. *Circle ONE number for each answer*

0 = Mother 1 = Father 2 = Mother and father
3 = Adult brother or sister 4 = Other relation 5 = Teacher
6 = Adult friend 7 = School nurse 8 = No one 0 1 2 3 4 5 6 7 8

53b How many adults can you really trust?

0 = None 1 = One 2= Two 3 = Three to five
4 = Six to ten 5 = Eleven to twenty 6 = More than twenty 0 1 2 3 4 5 6

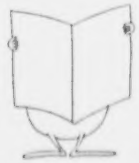
54 Does anyone in your family at home take any of these newspapers regularly?

DAILY NATIONALS — Please DO NOT INCLUDE your local newspapers
0 = No 1 = Yes

Daily Express	0 1	The Guardian	0 1
Daily Mail	0 1	Daily Mirror	0 1
Daily Telegraph	0 1	The Times	0 1
The Star	0 1	The Sun	0 1
Today	0 1	The Independent	0 1
The Scotsman	0 1	Daily Express (Scotland)	0 1
Daily Record (Scotland)	0 1	Glasgow Herald (Scotland)	0 1 *

70

If no Nationals, please tick this box ☐



55a If you had any of the following alcoholic drinks during the last 7 days, please write how much of these drinks you have had. *Do NOT write in the boxes*

Assume that one small can = half a pint *TOTAL*

Shandy (canned)	..... *pints*	
Shandy (mixed)	..... *pints*	
Beer or lager	..... *pints*	
Low-alcohol beer or lager	..... *pints*	
Cider	..... *pints*	
Wine	..... *glasses*	
Low-alcohol wine	..... *glasses*	
Martini, Cinzano, sherry, Babycham, etc.	..... *glasses*	
Spirits (gin, whisky, vodka, rum, etc.)	..... *measures*	
Other (*please write*)	..... *glasses*	

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Circle ONE number for each answer

55b If you haven't had any alcoholic drink at all during the last 7 days, please tick this box ☐ and go to Question 59.

56 During the last 7 days, on how many days did you drink alcohol?

Do not include canned shandy and low-alcohol drinks
Please circle the number of days 0 1 2 3 4 5 6 7

57 Have you bought alcoholic drink at any of these places during the last 7 days?

Do not include canned shandy and low-alcohol drinks
0 = No 1 = Yes

57a **I bought it in a supermarket** 0 1
57b **I bought it in an off-licence** 0 1
57c **I bought it in a pub or bar** 0 1
57d **I bought it in a disco or club** 0 1

58 Have you drunk alcoholic drink at any of these places during the last 7 days?

Do not include canned shandy and low-alcohol drinks
0 = No 1 = Yes

58a **I drank alcohol at home** 0 1
58b **I drank alcohol at a friend's or relation's home** 0 1
58c **I drank alcohol at a disco, club or party** 0 1
58d **I drank alcohol at a pub or bar** 0 1

59 If you ever drink alcohol at home, do your parents know?

0 = I do not drink alcohol at home
1 = My parents always know
2 = My parents usually know
3 = My parents sometimes know
4 = My parents never know 0 1 2 3 4

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Circle ONE number for each answer

60 What do you know about these drugs?

This list gives their real names and some street names.

Please choose the nearest answer

0 = I have never heard of them
1 = I have heard of them but I don't know anything about them
2 = I think they are safe if used properly
3 = I think they are always unsafe

	Never heard of them	Know nothing about them	Safe if used properly	Always unsafe
A **Amphetamines** *(e.g., speed, stimulants, uppers)*	0	1	2	3
B **Barbiturates** *(e.g., downers, barbies, sleepers)*	0	1	2	3
C **Cannabis** *(leaf form, e.g., grass, pot, marijuana, dope)*	0	1	2	3
D **Cannabis** *(resin, oil. e.g., hash, Leb black, moroccan)*	0	1	2	3
E **Ecstasy** *(MDMA, XTC, E)*	0	1	2	3
F **Cocaine** *(e.g., snow, coke)*	0	1	2	3
G **Hallucinogens** *(natural, e.g., magic mushrooms)*	0	1	2	3
H **Hallucinogens** *(synthetic, e.g., acid, angel dust, LSD)*	0	1	2	3
I **Heroin** *(e.g., H, junk, skag, smack)*	0	1	2	3
J **Crack** *(e.g., rock)*	0	1	2	3
K **Solvents used as drugs** *(e.g., glue, gas refills, cleansing fluid)*	0	1	2	3
L **Tranquillisers** *(e.g., Librium, Valium)*	0	1	2	3
M **Other illegal drugs** *(Please name)*.....	0	1	2	3

41 ▼

↑ ***These letters will be used in the next 3 questions***

61 Has anyone ever offered or encouraged you to try any of the drugs listed in Question 60?

If NO, please place a tick in this box. ☐

If YES, please circle the letters below. Do not include drugs prescribed by your doctor.

A	D	G	J	M
B	E	H	K	
C	F	I	L	

62 Have you ever taken any of the drugs listed in Question 60?

If NO, please place a tick in this box. ☐

If YES, please circle the letters below. Do not include drugs prescribed by your doctor.

A	D	G	J	M
B	E	H	K	
C	F	I	L	

72 ▼

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Circle ONE number for each answer

63 Do you know anyone who you think takes any of the drugs listed in Question 60?

0 = No 1 = Not sure 2 = Fairly sure 3 = Certain 0 1 2 3

If you know the drugs they use, please circle the letters below

A	D	G	J	M
B	E	H	K	
C	F	I	L	

The following four questions are about AIDS.

AIDS is caused by a virus called HIV. People may be infected by the virus and go on to develop AIDS. This is why these questions are about being infected by the HIV virus, not about 'getting AIDS'.

64 Can the HIV virus be passed on by any of the following?

0 = No 1 = Not sure 2 = Yes

64a **Drug taking** — *by mouth* 0 1 2
64b **Drug taking** — *by injection (new needle)* 0 1 2
64c **Drug taking** — *by sharing needles* 0 1 2

64d **Blood donations in UK** — *giving blood* 0 1 2
64e **Blood transfusions in UK** — *receiving blood* . . . . . 0 1 2 20 ▼
64f **Touching skin/shaking hands** 0 1 2
64g **From lavatory seats** 0 1 2

64h **In First Aid** — *mouth-to-mouth resuscitation* 0 1 2
64i **In First Aid** — *contact with blood* 0 1 2
64j **Kissing** — *light kissing (lips only)* 0 1 2
64k **Kissing**— *deep kissing (inside mouth)* 0 1 2

64l **Sex using condoms** — *male with female* 0 1 2
64m **Sex using condoms** — *male with male* 0 1 2

64n **Sex without using condoms** — *male with female* 0 1 2
64o **Sex without using condoms** — *male with male* 0 1 2
64p **Sex without using condoms** — *female with female* 0 1 2

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Circle ONE number for each answer

65 Have you ever talked about AIDS with these people?

0 = Never 1 = Once or twice 2 = A few times 3 = A lot

65a Parents 0 1 2 3
65b Brothers, sisters 0 1 2 3
65c Close relations 0 1 2 3
65d Friends 0 1 2 3
65e Teachers 0 1 2 3
65f School nurse 0 1 2 3
65g Doctor, or nurse 0 1 2 3

66 Have any of these taught you useful facts about AIDS?

0 = No 1 = Some 2 = A lot

66a TV adverts 0 1 2
66b TV programmes . . . . . 0 1 2 41 ▼
66c Newspapers 0 1 2
66d Posters 0 1 2
66e Leaflets 0 1 2
66f School videos 0 1 2
66g School lessons 0 1 2

67 Do you think that you will take care not to get the HIV virus?

0 = No 1 = Not sure 2 = Yes 0 1 2

68 Do you know where you can get condoms free of charge?

0 = No 1 = Yes 0 1

If yes, please write where . . . . . .

69 At what age can you obtain condoms free of charge?

0 = 12 years and under 1 = 13 years 2 = 14 years 3 = 15 years
4 = 16 years 5 = 17 years 6 = 18 years 7 = Don't know 0 1 2 3 4 5 6 7

70 Do you know where your local birth control (family planning) services are available?

0 = No 1 = Not sure 2 = Yes 0 1 2

71 Is there a special birth control (family planning) service for young people available locally?

0 = No 1 = Don't know 2 = Yes 0 1 2

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Circle ONE number for each answer

72 On leaving school, do you want to:

0 = No 1 = Don't know 2 = Yes

72a Have a worthwhile career? 0 1 2
72b Continue in full-time education (College, University)? . 0 1 2
72c Find a job as soon as you can? 0 1 2
72d Get training for a skilled job? 0 1 2
72e Set up your own home (with or without a partner)? . . . 0 1 2
72f Start a family (have children)? 0 1 2
72g Stay in the neighbourhood where you live? 0 1 2
72h Stay in the town or place where you live? 0 1 2

73 On leaving school, do you think you will be able to:

0 = No 1 = Can't tell 2 = Yes

73a Have a worthwhile career? 0 1 2
73b Continue in full-time education (College, University)? . 0 1 2
73c Find a job as soon as you can? 0 1 2
73d Get training for a skilled job? 0 1 2
73e Set up your own home (with or without a partner)? . . . 0 1 2
73f Start a family (have children)? 0 1 2
73g Stay in the neighbourhood where you live? 0 1 2
73h Stay in the town or place where you live? 0 1 2

74 On leaving school, which of the following do you think may reduce the chance of you getting a job you would like? 68 ▼ [ ][ ][ ]

0 = No 1 = Can't tell 2 = Yes

74a There are few jobs available 0 1 2
74b I will lack qualifications or training 0 1 2
74c I will lack experience 0 1 2
74d I will face discrimination because of my ethnic origin . 0 1 2
74e I will face discrimination because of my sex 0 1 2
74f I will face discrimination because of where I live 0 1 2
74g Becoming a parent with a small child to look after 0 1 2
74h I will face family pressure to stay at home 0 1 2
74i I will be unwilling to move away from this area 0 1 2
74j I may have been in trouble with the police 0 1 2
74k Because of some other reason *(if yes, please write)* 0 1 2

. . . . . .

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Circle ONE number for each answer

75 Where do you live?

Please choose the nearest answer

0 = Near the centre of a large town or city (more than 100,000 people)
1 = In the suburbs of a large town or city
2 = Near the centre of a smaller town or city (up to 100,000 people)
3 = In the suburbs of a smaller town or city
4 = In a village
5 = Outside a town or village **0 1 2 3 4 5**

76 For how long have you personally lived at your present address?

Please choose the nearest answer

0 = 2 years or less *1 = 3 or 4 years* *2 = 5 or 6 years*
3 = 7 or 8 years *4 = 9 or 10 years* *5 = 11 or 12 years*
6 = 13 or 14 years *7 = 15 or 16 years* *8 = 17+ years* **0 1 2 3 4 5 6 7 8**

77 How do you rate the following in the area where you live?

0 = Very poor *1 = Poor* *2 = Adequate*
3 = Good *4 = Very good*

77a **The housing** **0 1 2 3 4**
77b **Other buildings** **0 1 2 3 4**
77c **Parks and play areas** **0 1 2 3 4**
77d **Leisure centres and swimming pools** **0 1 2 3 4**
77e **Street cleaning and removing rubbish** **0 1 2 3 4**
77f **Road safety** **0 1 2 3 4**
77g **Safety when going out after dark** **0 1 2 3 4** 21
77h **Safety when going out during the day** . . . . . **0 1 2 3 4** ▼

78 How do you rate your school with regard to hygiene, safety and recreation?

0 = Very poor *1 = Poor* *2 = Adequate* *3 = Good* *4 = Very good*

78a **Hygiene in school** **0 1 2 3 4**
78b **Safety in school** **0 1 2 3 4**
78c **Time for recreation in school** **0 1 2 3 4**

79 What are your 4 health risk numbers?

(your teacher or supervisor will advise you on this)

Please write . . . . . 30 ▼

THE END!

Thank you for completing this questionnaire

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405

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Schools Health Education Unit

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Heavitree Road, Exeter, Devon EX1 2LU
01392 264722 (Fax) 01392 264761

Circle ONE number for each answer

44 How do you usually feel when meeting people of your own age and opposite sex for the first time?

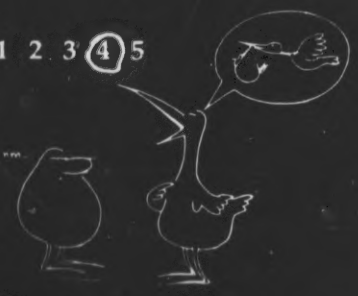
0 = Very uneasy 1 = Quite uneasy 2 = A little uneasy 3 = At ease 0 1 2 (3)

45 Please choose the answer which describes your close friends.

0 = More are of my own sex
1 = I have about the same number of friends of both sexes
2 = More are of the opposite sex 0 (1) 2

46 When did you last go to a disco or party?

0 = Within the last week 1 = Within the last 2 weeks
2 = Within the last month 3 = Within the last 6 months
4 = Not within the last 6 months 5 = I have never been to either 0 1 2 3 (4) 5



47 Which of these is your main source of information about sex?

0 = My parents 1 = School lessons 2 = Friends
3 = Brothers, sisters, other close relations
4 = Doctor/School nurse 5 = Family Planning Clinic
6 = TV, films 7 = Stories in books, magazines
8 = Posters, leaflets, reference books 0 (1) 2 3 4 5 6 7 8

Other (please write) .....

48 Which of these do you think should be your main source of information about sex?

0 = My parents 1 = School lessons 2 = Friends
3 = Brothers, sisters, other close relations
4 = Doctor/School nurse 5 = Family Planning Clinic
6 = TV, films 7 = Stories in books, magazines
8 = Posters, leaflets, reference books (0) 1 2 3 4 5 6 7 8

Other (please write) .....

49 If you wanted to share any of the problems listed below, to whom would you probably turn?

Please choose the nearest answer

0 = Mother 1 = Father 2 = Mother and father
3 = Brother or sister 4 = Other relation 5 = Teacher
6 = Friend 7 = School nurse 8 = No one 9 = Have no problem

	Mother	Father	Mother and father	Brother or sister	Other relation	Teacher	Friend	School nurse	No one	Have no problem
49a School problems	0	1	2	3	4	(5)	6	7	8	9
49b Money problems	(0)	1	2	3	4	5	6	7	8	9
49c Health problems	(0)	1	2	3	4	5	6	7	8	9
49d Career problems	0	1	2	3	4	5	6	7	(8)	9
49e Problems with friends	(0)	1	2	3	4	5	6	7	8	9
49f Family problems	0	1	2	(3)	4	5	6	7	8	9

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